



Board of Governors Regular Meeting

August 4, 2026 | 1 p.m.

Brad D. Smith Center for Business and Innovation, Room 113

COMMITTEE MEETINGS:

Athletics Committee - 10 a.m., Brad D. Smith Center for Business and Innovation, Room 113

Academic and Student Affairs Committee - 11 a.m., Brad D. Smith Center for Business and Innovation, Room 113

Finance, Audit and Facilities Planning Committee - 11 a.m., Brad D. Smith Center for Business and Innovation, Room 315



August 4 2026 Board of Governors Regular Meeting

AGENDA

Lunch

Lunch for board members will be provided from Noon to 1 p.m.

Call to Order

Kathy Eddy, Chair

Approval of Prior Minutes

Kathy Eddy, Chair

Regular Meeting of June 10, 2026

4

Committee Reports

Academic and Student Affairs Committee

Kathy D'Antoni, Chair

Action Item

Approval of Revisions to Board of Governors
Rule No. SA-1 - Student Rights and
Responsibilities

29

*H. Toney Stroud, Chief Legal Officer / Vice President for
Strategic Initiatives and Corporate Relations*

Information Items

Provost Report

52

*Diane Petrella, Provost and Senior Vice President for
Academic Affairs*

Student Representative Update

Alissa Davis, Student Representative

School of Medicine Update

79

*David Gozal, Dean and Vice President for Health Affairs,
Joan C. Edwards School of Medicine*

Finance, Audit and Facilities Planning Committee

Donnie Holcomb, Chair

Action Item

Authorization of Acceptance of Funds from
the State Institutions of Higher Education
Deferred Maintenance Grant Program

83

Brandi Jacobs-Jones, Senior Vice President for Operations

Information Items

Finance Update

87

Matt Tidd, Chief Financial Officer

Facilities and Operations Update

90

Brandi Jacobs-Jones, Senior Vice President for Operations

1 p.m.

Internal Audit Update

Perry Chaffin, Director of Audits

95

Athletics Committee

Jim Smith, Chair

Action Items

None

Information Items

Athletics Report - "Competitive Excellence:

Winning the Right Way"

Gerald Harrison, Vice President and Director of Athletics;

Niesha Campbell, Deputy Director of Athletics / Chief

Operating Officer / Senior Woman Administrator

96

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Student-Athlete Success & Well-Being

Competitive Excellence & Winning the Right
Way

Fan Experience & Community Engagement

Revenue Growth & Resource Development

Facilities & Capital Projects

President's Report

Brad D. Smith, President

Chairman's Report

Kathy Eddy, Chair

Announcements

Kathy Eddy, Chair

Adjournment

Kathy Eddy, Chair

Upcoming Meeting Dates

October 7, 2026

December 2, 2026

February 3, 2027

April 7, 2027

June 2, 2027

MINUTES
Marshall University Board of Governors
Microsoft Teams Meeting at
Livestream and In-Person
Brad D. Smith Foundation Hall
June 10, 2026

Present: Kathy D'Antoni, Vikki Dunn-Dionne, Kathy Eddy, Donnie Holcomb, Carleen O'Neill, Robin Riner, Geoff Sheils, Bill Smith, Connor Waller, Charles Webb

PH: Kipp Bodnar, Ginny Lee, Angel Moore, Jim Smith, Charles Wendell

Absent: Samuel Moore

I. Call to Order

Subsequently, upon confirming the presence of a quorum, Chairman Sheils called the meeting to order. Chairman Sheils also took a moment to recognize and thank outgoing board members Bill Smith and Student Body President Connor Waller for their dedicated service. President Smith then recognized Chairman Geoff Sheils and thanked him for his leadership and service as Board Chair. Each was presented with a gift from the board in appreciation of their time and contributions.

II. Minutes Approval

Upon a motion by Bill Smith, seconded by Donnie Holcomb, the minutes of the regular meeting held on April 6, 2026, were approved.

III. Classified Staff Council Update

Lacie Bittinger, Classified Staff Council Chair, gave the Classified Staff Council Annual Update. During her report she began by expressing appreciation to the Board of Governors and university administration for ensuring classified staff have a voice in the shared governance process. She also recognized Carlene O'Neill for her service as the staff representative to the Board and thanked her for regularly communicating Board discussions and updates to staff. Lacie noted that Marshall's commitment to shared governance is not common at all institutions and emphasized the value staff place on being included in university decision-making processes.

Lacie also highlighted the establishment of the Non-Classified Staff Council, noting that the new council provides an important avenue for representation for non-classified employees. She explained that the Classified and Non-Classified Staff Councils begin meetings together, allowing both groups to receive the same updates and information before conducting their respective business separately. She stated that despite differing employment classifications, staff remain united in their commitment to serving the university.

She emphasized the critical role staff play in supporting the university's mission, noting that staff contribute to nearly every aspect of campus operations, including facilities manage-

ment, student recruitment, enrollment services, academic support, and student success initiatives. She shared that Marshall currently employs approximately 499 classified staff members. Lacie highlighted several accomplishments and points of pride among classified staff over the past year. She reported that 106 classified staff members utilized Marshall's tuition benefit during the previous 12 months, representing approximately 20 percent of the classified workforce. Of those employees, 14 earned degrees during the past year. Additionally, approximately 180 classified staff members hold degrees from Marshall University, reflecting a strong commitment to lifelong learning and the institution.

She also provided updates on several staff-led initiatives and events. Classified and non-classified staff once again partnered to host the annual Thanksgiving Dinner for students and employees who remained on campus during the holiday break. Through donations and volunteer efforts, approximately 125 meals were served to students, international students, student-athletes, and employees working during the holiday period. Lacie also highlighted staff participation in Community Cares, where employees volunteered throughout the community and assisted in leading project teams. In addition, she noted strong staff participation in the President's Listening Sessions, including a dedicated staff session that provided employees an opportunity to share feedback and engage directly with university leadership. She thanked the President's Office for scheduling sessions at times that accommodated varying employee work schedules. Lacie also recognized staff participation in Marshall Day at the Capitol, where employees represented the university and advocated on behalf of Marshall despite challenging winter weather conditions.

Lacie further highlighted the annual Service Awards Luncheon held on May 26, which recognized employees for their years of service to the university. This year, 71 employees were honored for service milestones ranging from 10 to 40 years, and 26 retirements were recognized. She noted that these milestones demonstrate the dedication, loyalty, and long-term commitment many employees have to Marshall University.

She concluded her report by discussing several ongoing concerns expressed by staff. These included compensation, rising PEIA insurance costs, and the desire to see voting privileges restored for faculty, staff, and student representatives serving on the Board of Governors. Lacie expressed appreciation for the state-approved salary increases distributed this year and thanked the administration for implementing a tiered distribution model, which provided greater benefit to lower-paid employees. While appreciative of the raises, she noted that compensation and healthcare costs remain significant concerns for many staff members. Lacie thanked the Board for its continued support of Marshall University employees and invited members to contact her with any questions regarding the Classified Staff Council and its initiatives.

IV. Committee of the Whole

A) Approval of Revisions to Board of Governors Rule No. GA-3 - Discrimination, Harassment, Sexual Harassment, Sexual & Domestic Misconduct, Stalking, and Retaliation Policy - Including Title IX

The following resolution was read:

Resolved, that the Marshall University Board of Governors approve the revisions to Board of Governors Rule No. GA-3 - Discrimination, Harassment, Sexual Harassment, Sexual & Domestic Misconduct, Stalking, and Retaliation Policy - Including Title IX

** The revisions to Board of Governors Policy GA-3 modernize and clarify the University's discrimination and sexual misconduct framework to ensure full alignment with updated Title IX regulations, federal nondiscrimination requirements, and institutional operational needs, while preserving existing protections, standards, and access to resources under the prior policy.*

The changes do not fundamentally alter how reports are handled or how misconduct is prohibited, or the evidentiary standard, available supportive measures, or institutional authority to address misconduct. Instead, they improve legal precision, clarify jurisdictional distinctions, expand transparency around procedures and protections, and strengthen alignment with pregnancy, disability, and sex discrimination obligations.

Core Rationale for Revisions

I. Alignment with Updated Title IX Regulatory Framework

- A.** Distinguishes clearly between Title IX sexual harassment and Non-Title IX sexual misconduct, ensuring compliance with 34 C.F.R. § 106.30 and § 106.8(c).
- B.** Explicitly requires dismissal of Title IX complaints that fall outside federal jurisdiction while preserving the University's ability to address the conduct under other applicable policies.
- C.** Clarifies jurisdictional boundaries and procedural pathways that were previously blended, reducing ambiguity and strengthening the clarity and defensibility of the University's response framework.

II. Addition of a Standalone Sex Discrimination (Non-Harassment) Process

- A.** New Section 1.7 establishes prompt and equitable procedures for sex discrimination that does not meet the Title IX harassment threshold.
- B.** These procedures address discrimination related to pregnancy and related conditions, athletics, admissions, employment decisions, and other disparate treatment on the basis of sex.
- C.** The process applies a preponderance of the evidence standard and provides for written outcomes and appeal rights, creating a clearly defined procedural pathway for sex-based discrimination claims that fall outside the Title IX sexual harassment framework.

III. Enhanced Pregnancy and Parenting Protections

- A.** Explicit cross-references to Title IX pregnancy and related conditions requirements (34 C.F.R. § 106.40).
- B.** Directs students and employees to appropriate, coordinated processes (TIXO, HR, OSAA).
- C.** Although pregnancy protections were previously referenced in scope, the revised policy provides operational clarity needed to ensure consistent compliance with Title IX requirements.

IV. Clarification and Expansion of Definitions

- A.** Key terms were refined or expanded, including: Actual Knowledge / Consent / Incapacitation / Confidential Resource / Mandatory Reporter / Sex Discrimination / Sexual Exploitation
- B.** These clarifications improve consistency and understanding across the policy, reduce ambiguity in application, and support more effective training, communication, and fair implementation during investigations and grievance processes.

V. Strengthened Retaliation Protections

- A. Explicitly provides that retaliation reminders may be included in all written communications issued under the policy.
- B. Clarifies that bad-faith false statements may be subject to discipline while preserving protections for good-faith reporting and participation.
- C. Formalizes existing practice and reinforces clear expectations for all participants in the grievance process, supporting consistent application and institutional compliance.

VI. Expanded Transparency in Grievance Procedures

- A. Codifies procedural timeframes as targets rather than guarantees.
- B. Clarifies the circumstances under which live hearings are used versus written questioning, particularly for employee respondents.
- C. Aligns appeal standards across grievance processes, providing clearer expectations for parties while preserving fairness and due process.

VII. Updated Confidential Resource List and Training Expectations

- A. Expands the list of confidential campus resources.
- B. Requires annual training related to confidentiality and Clery obligations.
- C. Reflects current campus operations and clarifies how individuals may access support without unintentionally triggering mandatory reporting obligations.

Upon a motion by Kathy D'Antoni, seconded by Kathy Eddy, without further discussion, a vote of aye, no objections and the motion carried unanimously.

V. Committee Meeting Reports

Academic and Student Affairs

A) Approval of 2025-2026 Academic Program Review Recommendations

The following resolution was read:

Resolved, that the Marshall University Board of Governors approve the 2025-26 Academic Program Review Recommendations.

Undergraduate Certificate Programs	Recommendations
Information Assurance	Continue at current level

Undergraduate Degree Programs: Baccalaureate Degree Level	Recommendations
Biomechanics-BS	Consolidate this program as one of five majors in the Health & Movement Sciences BS degree (approved by BOG in June 2025).
Computer and Information Security-BS	Discontinue the program after all enrolled students have completed it.
Computer and Information Technology-BS	Improve program through advancements in efficiency, quality, productivity, and focus. • Create a comprehensive 5-year plan for program development • Develop and execute a plan for the systematic collection of assessment data and its use for continuous improvement • Complete annual assessment reports for each year of the next review cycle
Computer Science-BS	Continue at current level
Criminal Justice-BA	Continue at current level
Cyber Forensics and Security-BS	Develop or expand the program due to demand • Add a faculty member when resources in the college will allow

English-BA	Continue at current level
Environmental Science-BS	Develop or expand program due to demand • Add a faculty member when resources in the college will allow
Exercise Science-BS	Consolidate this program as one of five majors in the Health & Movement Sciences BS degree (approved by BOG in June 2025). After consolidation, the major should add an additional faculty member, when resources in the college will allow, in order to reduce the faculty/student ratio.
Geology-BS	Continue at current level
Journalism and Mass Communications-BA	Continue at current level
Natural Resources and Recreation Management-BS	Continue at current level
Occupational Safety and Health-BS	Continue at current level

Graduate Degree Programs: Master's Degree Level	Recommendations
Athletic Training-MS	Develop or expand program due to demand. Add additional teaching faculty, when resources in the college will allow, to be shared with the Athletic Training major in the new BS in Health & Movement Sciences program.
Biomechanics-MS	Consolidate this program as one of four majors in the Health & Movement Sciences MS degree (approved by BOG in April 2025). After consolidation, the major should build enrollment and clarify how assessment leads to program action.
Computer Science-MS	Continue at current level
Criminal Justice-MS	Continue at current level
Cybersecurity-MS	Improve program through advancements in efficiency, quality, productivity, and focus. - Develop and execute a plan for the systematic collection of assessment data and its use for continuous improvement - Complete annual assessment reports for each year of the next review cycle - Develop an expanded, detailed 5-year plan for program development
Cyber Forensics and Security-MS	Discontinue the program after all enrolled students have completed it (similar program in CECS).
Data Science-MS	Continue at current level
English-MA	Continue at current level

Environmental Safety and Health-MS	Continue at current level
Exercise Science-MS	Consolidate this program as one of four majors in the Health & Movement Sciences MS degree (approved by BOG in April 2025). After consolidation, the major should improve assessment data so they can implement their 5-year plan as suggested by the Graduate Council.
Forensic Science-MS	Continue at current level
Journalism-MA	Discontinue the program after all enrolled students have completed it.
Natural Resources and the Environment-MS	Continue at current level

Graduate-level Certificate Programs	Recommendations
Digital Communications	Discontinue the program after all enrolled students have completed it.
Digital Forensics	Discontinue the program after all enrolled students have completed it.
Integrated Strategic Communications	Discontinue the program after all enrolled students have completed it.
Media Management	Discontinue the program after all enrolled students have completed it.

Upon a motion by Bill Smith, seconded by Donnie Holcomb, without further discussion, a vote of aye, no objections and the motion carried unanimously.

B) Approval of Board of Governors Rule No. AA-17 - Faculty Conduct and Disciplinary Procedures

The following resolution was read:

Resolved, that the Marshall University Board of Governors approve Board of Governors Rule No. AA-17, Faculty Conduct and Disciplinary Procedures.

** This rule establishes a comprehensive, fair, and academically sound framework for addressing faculty misconduct while protecting academic freedom, due process, and shared governance and ensuring accountability and professional conduct. The policy:*

- 1. Ensures consistent procedures across the institution.*
- 2. Provides faculty-led adjudication of serious sanctions.*
- 3. Aligns Marshall University with American Association of University Professors (AAUP) Recommended Institutional Regulations, MUBOG Rules No. AA-6 and AA-16, and WV Code. Nothing in this rule shall be interpreted to restrict academic freedom, protected speech, or lawful participation in shared governance.*

Key Provisions

- Applies to all faculty, including administrators when acting in faculty roles.*
- Uses a three-tier misconduct framework:*
 - Tier 1 (Minor): Corrective, non-disciplinary actions.*
 - Tier 2 (Serious): Formal review and possible discipline.*
 - Tier 3 (Grave): Possible suspension, tenure revocation, or dismissal.*
- Ensures due process, including notice, investigation, hearing, and appeal rights.*

Governance and Decision-Making

Serious cases are reviewed by faculty-led panels (Faculty Personnel Committee), with appeals to the Faculty Senate Executive Committee. The President issues the final institutional decision.

Process Summary

Complaint - Classification - Investigation - Hearing - Decision - Appeal - Final Action Sanctions
Outcomes range from corrective actions and warnings to salary reduction, suspension, or dismissal depending on severity and pattern of misconduct.

Conclusion

The policy establishes a faculty-led, tiered disciplinary system focused on fairness, consistency, and accountability while safeguarding academic freedom.

Upon a motion by Kathy Eddy, seconded by Donnie Holcomb, without further discussion, a vote of aye, no objections and the motion carried unanimously

Prior to committee reports, Dr. Kathy D'Antoni recognized several faculty and staff members for their outstanding achievements and service. Dr. Rick Gage was honored as the

recipient of the 2025–2026 Marshall & Shirley Reynolds Outstanding Teacher Award and was also recognized for his re-election to the Faculty Senate for a third term (2026–2028).

Dr. D’Antoni also recognized Patricia Proctor, Director of the Simon Perry Center for Constitutional Democracy and Pre-Law Advisor, who received the Women of Marshall Lifetime Achievement Award in recognition of her longstanding dedication to student mentorship, civic engagement, and leadership.

Provost Report

Interim Provost Robert Bookwalter gave the Provost’s Update. Dr. Bookwalter began his report by noting that the Board meeting was taking place during student orientation week and expressed his excitement about seeing prospective students arrive on campus, meet with advisors, and begin their Marshall journey. He reflected on the importance of helping students find their place at the university, develop their talents, and ultimately graduate prepared for successful careers and meaningful lives. He stated that supporting students through that process has been one of the most fulfilling aspects of his career in higher education.

Dr. Bookwalter reported that faculty and students continued to achieve significant success across the university. During the reporting period, Marshall faculty and students secured 16 new grants, including four grants involving students. Faculty and students also produced 14 new publications, including one student-authored publication, and delivered 54 professional presentations, five of which were presented by students.

He highlighted several nationally recognized student achievements. Students in Marshall’s W. Page Pitt School of Journalism and Mass Communications earned four first-place awards and four finalist awards in the Society of Professional Journalists Mark of Excellence competition. Marshall’s Speech and Debate Team concluded the season ranked tenth in the nation. Marshall’s esports teams also achieved national success, with the Call of Duty varsity team finishing seventh nationally, the Valorant team finishing eighth, the Super Smash Brothers team placing third nationally, and the Overwatch team finishing fifteenth in the country.

Within the College of Arts and Media, Dr. Bookwalter reported that Theater Professor Leah Turley began her term as President of the West Virginia Theatre Association. Student journalist Baylee Parsons earned first place in feature writing and was named a finalist in editorial and opinion writing in the Society of Professional Journalists Mark of Excellence Awards competition.

In the College of Engineering and Computer Sciences, civil engineering students earned several honors at the American Society of Civil Engineers Student Symposium. The team placed third overall in the Concrete Canoe Competition, second in the Steel Bridge Competition, and third in the Sandcastle Competition. Dr. Bookwalter also recognized Hamzeh Al-Qawasmi, who received the prestigious National Science Foundation Graduate Research Fellowship, allowing him to pursue doctoral studies at Rice University in biomedical engineering.

Within the College of Education and Professional Development, Dr. Maggie Luma of the June Harless Center served as lead author on the forthcoming book chapter, “Institutionalizing AI Literacy in Teacher Preparation,” with contributions from Dr. Tisha Duncan, Taylor Browning, Sissy Isaacs, and Dean Kelly Bradley. The June Harless Center also secured a

\$40,200 grant to support visually impaired students, expand services through a shared psychologist model, and advance a new testing center initiative.

Dr. Bookwalter announced that Dr. Scott Davis would serve as Interim Dean of the College of Health Professions following the retirement of Dr. Michael Prewitt. He thanked Dr. Prewitt for his years of service and leadership. He also highlighted the accomplishments of Doctor of Physical Therapy students Justin Grant and Christopher Pinkerton, who received third place for Best Poster from the Technology Special Interest Group of the American Physical Therapy Association Combined Sections Meeting.

Within the College of Liberal Arts, Dr. Bookwalter announced that Dr. Christopher Marrow would join Marshall University on July 1 as the new Dean of the College of Liberal Arts. He expressed appreciation to Dr. Kelly Prejean for her service as Interim Dean during the past year. He also highlighted several faculty achievements, including Dr. Robin Riner's publication of two book chapters addressing ethical challenges within the adversarial legal system and narrative construction and morality in accounts of taking life. Dr. Riner also received a grant from the National Endowment for the Arts and continued advancing interdisciplinary research in language, ethics, and public discourse.

Dr. Del Kroll received the Ovatio Award from the Classical Association of the Middle West and South in recognition of distinguished service to the profession and was appointed Executive Director of the John Deaver Drinko Academy, succeeding Dr. Montserrat Miller. Dr. Sid Roy, Associate Professor in the Department of Humanities, was elected President of the Classical Association of the Middle West and South, reflecting her national leadership and scholarly impact.

Within the College of Science, the Department of Natural Resources and Earth Sciences received royalty funds generated through a patented DNA-based process developed by former students working alongside Dr. Liz Murray. The innovation resulted from student research conducted in collaboration with faculty and supported through grant funding. Dr. Sachiko McBride organized the Twelfth Annual West Virginia Science Olympiad Tournament, which brought approximately 170 students from nine high schools to campus. She also organized Family Science Fun Day, which welcomed approximately 187 children and parents to campus for science-focused activities.

Dr. Bookwalter reported that the Division of Aviation received a \$900,000 federal grant secured through Congressman Riley Moore. The funding will support expansion of Marshall's aviation facilities at Martinsburg Airport and accommodate growing enrollment within the aviation program.

Within the Lewis College of Business, Glen Midkiff received the Dr. Robert P. Alexander Mentorship Award from the Lewis College of Business Executive Advisory Board in recognition of his mentorship and commitment to student success. The Brad D. Smith Center for Business and Innovation hosted the Eighth Annual West Virginia Innovation and Business Model Competition, featuring eight student ventures. More than \$9,000 was awarded to support the continued development of those projects.

In the School of Pharmacy and the Joan C. Edwards School of Medicine, Dr. Michael Hambuchen and Todd Davies, Ph.D. published research identifying a potential breakthrough in managing agitation associated with methamphetamine and cocaine use, particularly in cases involving opioid use. The study included contributions from several student researchers.

Dr. Ruhul Amin, pharmaceutical sciences graduate student Raji Lukmon, and former Marshall student Jihan Amin presented cancer-related research involving actinomycin-D and resveratrol at the American Association for Cancer Research Annual Meeting.

Dr. Bookwalter also highlighted accomplishments within the Center for Student Success. FAM (Friend of Marshall) Peer Mentors hosted fifteen events attended by 487 students. Center for Student Success Assistant Director Morgan Conley was invited to present at the 2026 Share Vision Conference on Mental Health at Marshall Health Network, where she shared expertise related to improving outcomes for youth in foster care.

Marshall Online, Information Technology, Academic Affairs, the Office of Accessibility and Accommodations, the Center for Teaching and Learning, Blackboard, and Adobe collaborated to host a campus-wide Digital Accessibility Fix-It-Thon. More than 80 participants generated 203 accessibility reports and completed 546 accessibility improvements in a single day, advancing Marshall's progress toward federal accessibility compliance requirements scheduled to take effect in April 2027.

Additional updates from Student Affairs highlighted student support initiatives and community engagement efforts. The ACE (Access, Connections and Engagement) Center provided professional attire to students preparing for employment and internships. The Office of Military and Veteran Affairs assisted seventeen military dependents in accessing benefits and university resources. Marshall students raised \$10,478 for Hoops Family Children's Hospital, volunteered at Harmony House, supported students in recovery, assisted survivors of interpersonal violence, and provided 96 meals to children and mothers participating in recovery programs.

Dr. Bookwalter also noted that Marshall Online continues utilizing artificial intelligence tools to assist faculty with online course development, map student learning and employment outcomes, connect students with support resources, improve accessibility, and strengthen student success initiatives. Marshall Libraries continued providing leadership in campus artificial intelligence initiatives, including participation in the Presidential AI Task Force, integrating AI instruction into the Master of Science in Library Science curriculum, and promoting responsible AI use through education on data security, intellectual property, bias detection, and ethical implementation.

Concluding his report, Dr. Bookwalter noted that this would be his final report to the Board in his current capacity. He expressed gratitude to the Board of Governors for its support of Academic Affairs, thanked Chairman Geoff Sheils for his leadership and support, and offered special appreciation to Kathy D'Antoni for her partnership on the Academic and Student Affairs Committee. He also thanked President Smith for his confidence, leadership, guidance, and support during his service as Provost. Reflecting on his 39-year career at Marshall University, Dr. Bookwalter stated that it had been a deeply fulfilling experience and expressed gratitude for the opportunity to work alongside outstanding faculty, staff, students, and university leaders throughout his career.

Student Representative Update

Connor Waller, Student Body President, gave the Student Representative update. In his final report to the Board of Governors, Connor Waller reflected on his tenure as Student Body President and student representative, highlighting key accomplishments and expressing appreciation for the opportunity to serve Marshall University students.

Connor shared that when he began his term, he entered the role with several goals centered on enhancing student experience, improving student wellness, and supporting student success. As the year progressed, he gained a deeper understanding of student needs and worked alongside fellow student leaders and campus partners to pursue initiatives that aligned with those priorities. Among the accomplishments highlighted were the expansion of pop-up food pantries to provide resources directly to students, the development of partnerships between the Student Government Association and numerous university departments and organizations, including Athletics, Admissions and Recruitment, Student Affairs, and the Marshall University Foundation, and the creation of the inaugural Dancing with the Herd event. Connor noted that the event successfully raised more than \$38,000 to support student-centered causes and represented one of the most meaningful accomplishments of his term.

Connor also reflected on the challenges and lessons learned throughout his leadership experience. He acknowledged that there were decisions he would approach differently today and conversations he wished he had engaged in sooner. He emphasized that leadership is not defined by perfection, but by a willingness to remain accountable, learn from mistakes, and continue moving forward. He stated that those experiences ultimately contributed to his growth as a leader and reinforced the importance of learning from both successes and shortcomings.

He spoke highly of Marshall University's commitment to shared governance and student engagement, noting that students are provided with a meaningful voice in the university's decision-making processes. Connor expressed appreciation for the opportunity to serve on the Board and stated that he consistently felt heard and respected while representing the student body. He thanked President Smith, Chairman Sheils, members of the Board, university leadership, and the campus community for their support throughout his term.

Connor concluded by welcoming incoming Student Body President Alissa Davis, who was in attendance, and expressed confidence in her leadership and ability to serve Marshall students effectively. He stated that serving as Student Body President and student representative to the Board had been one of the greatest honors of his life and that he leaves the role with deep gratitude for the opportunity to serve Marshall University.

School of Medicine Update

Dr. David Gozal, Dean and Vice President for Health Affairs, presented the School of Medicine update. Dr. Joseph Gozal presented the Joan C. Edwards School of Medicine report, highlighting student achievements, residency placement success, research accomplishments, program growth, and future initiatives.

Dr. Gozal began by recognizing the graduating medical school class and reported that all graduating students successfully matched into residency and specialty training programs through the national residency match process. He noted that the Class of 2025 achieved one of the strongest residency

match outcomes in the school's history and emphasized that residency training is a critical next step in a physician's professional development.

He also recognized three doctoral students who completed their Ph.D. programs with distinction. Each graduate produced multiple publications in nationally and internationally recognized journals. Dr. Gozal stated that their accomplishments reflected both the dedication of the students and the mentorship provided by faculty members.

Special recognition was given to Dr. Tenant Rotenberg, who completed the M.D./Ph.D. program. Dr. Rotenberg's research focused on the impact of COVID-19 on blood clotting complications and explored both the epidemiology and biological mechanisms associated with those conditions. Dr. Gozal noted that Dr. Rotenberg received fellowship support from a national medical association and successfully matched into residency training at Marshall University. He described him as an exceptional student with a promising future in medicine and research.

Dr. Gozal reported that the School of Medicine will welcome the incoming Class of 2030 this summer. The class will consist of 99 students, making it the largest entering class since approval was granted to expand enrollment. He noted that the incoming class achieved some of the highest academic credentials in school history, including significantly improved scores on national admissions metrics. He stated that the academic profile of the incoming students exceeds national averages in several areas and will provide opportunities to further elevate the school's educational programs.

He emphasized the importance of continuing to recruit students from West Virginia and reported that the incoming class maintains strong representation from the state. He noted that attracting West Virginia students remains a priority because many graduates choose to remain in the state to practice medicine after completing their education and residency training.

Dr. Gozal also highlighted the graduation of 29 students from Marshall's Physician Assistant Program. He shared examples of graduates who demonstrated a commitment to serving rural communities and improving healthcare access throughout West Virginia. One graduate, Emma Groe of Charleston, West Virginia, chose Marshall's program because of its emphasis on rural medicine and plans to practice in a rural healthcare setting. Another graduate, Donovan Spencer, was recognized for his volunteer service through a vision clinic that provides eye examinations and eyeglasses to underserved populations. Dr. Gozal also noted that Donovan Spencer became the first student from Marshall's medical program to be accepted into Harvard University's prestigious Medical Research Scholars Program.

Looking ahead, Dr. Gozal reported that 126 residents and fellows will begin training at Marshall this summer. The incoming group represents 17 states and 25 countries. He announced that the School of Medicine successfully matched all available positions in its newly accredited Psychiatry Residency Program. Overall, Marshall currently trains 342 residents and fellows, representing the largest graduate medical education program in the institution's history.

Dr. Gozal reported that approximately \$700,000 had been raised through philanthropic support and scholarship gifts. He specifically acknowledged several donors whose contributions will help reduce educational debt for medical students and support future healthcare professionals.

He highlighted several significant faculty research accomplishments. One study examined the relationship between COVID-19 infection, smoking history, and lung cancer risk. Researchers found that individuals with a history of smoking who contract COVID-19 may face an increased risk of developing lung cancer and identified potential biological mechanisms that may contribute to that risk. The study also suggested that vaccination may reduce some of the associated risk factors.

Dr. Gozal also discussed Researchers at Marshall University, led by Abdelnaby Khalyfa, MSc, PhD, in collaboration with researchers at the University of Missouri, have identified new evidence

suggesting that microscopic particles produced in the gut, known as gut luminal exosomes, may contribute to inflammation and chronic disease associated with aging. Additionally, Dr. Gozal welcomed Dr. Sharad Taheri as the new leader of Marshall's initiatives focused on obesity, diabetes, and metabolic disease. He described Dr. Taheri as an internationally recognized physician-scientist whose work has advanced understanding of obesity, diabetes prevention, lifestyle interventions, and community-based health strategies. Dr. Taheri's research has involved large-scale population studies involving millions of participants and aligns with Marshall's broader healthcare and research priorities.

Dr. Gozal concluded by highlighting ongoing innovations in patient care, orthopedic medicine, cancer treatment, and medical technology. He also recognized numerous students who presented research at national conferences and received academic awards. He noted that future Board meetings may include presentations from incoming students whose personal stories and accomplishments reflect the mission and values of the School of Medicine.

Naming of Clinic Room

At the conclusion of Dr. Gozal's remarks, per Board of Governors Rule No. GA-8, Naming Policy for Programs and Facilities, Sections 4.1.1. and 4.1.2, President Brad D. Smith informed the board that he has authorized the Joan C. Edwards School of Medicine to name the resident clinic room on the obstetrics/gynecology floor in Dr. David Jude's name. There will not be a monetary donation or solicitation involved.

Finance, Audit and Facilities Planning Committee

The following are action items from the Finance, Audit and Facilities Planning Committee:

A) Approval of FY2027-32 Capital Project List

The following resolution was read:

Resolved, that the Marshall University Board of Governors approve the attached FY2027-32 Capital Project List

** In accordance with Finance, Facilities, and Audit Committee requirements, Marshall University must annually submit a rolling five-year capital appropriation request to the Marshall University Board of Governors (MUBOG) and the West Virginia Higher Education Policy Commission (WVHEPC). This Capital Project List formally communicates the University's capital priorities to the State of West Virginia.*

Inclusion on the list does not guarantee funding; however, it positions the University to be considered should state funding become available. Recent state allocations, including the \$21 million "Shock and Awe" investment, demonstrate the importance of maintaining an approved and current capital priority list.

FY2027-32 Capital Project List

The proposed FY2027-32 Capital Project List was developed by the Division of Operations in consultation with campus stakeholders, including Academic Affairs, Athletics, Facilities and Operations, Information Technology, and the Joan C. Edwards School of Medicine. The list includes new construction, major renovations, deferred maintenance, and capital projects exceeding \$100,000.

The draft list was reviewed with faculty and staff through the Physical Facilities and Planning Committee of the Faculty Senate on January 22, 2026, distributed to campus stakeholders on February 13, 2026, and was presented as an information item at the April Board of Governors meeting.

Upon a motion by Kathy Eddy, seconded by Kathy D'Antoni, without further discussion, a vote of aye, no objections and the motion carried unanimously.

B) Authorization of Reallocation of Funds from the State Institutions of Higher Education Deferred Maintenance Grant Program

The following resolution was read:

Resolved, the Marshall University Board of Governors authorize reallocation of funds from the State Institutions of Higher Education Deferred Maintenance Grant program for projects described below.

Furthermore, the Board of Governors reaffirm its commitment to prioritize deferred maintenance projects at Marshall University and to ensure the necessary funding for these projects to be completed safely and effectively; and

The Board of Governors authorize the President to execute any documentation necessary to effectuate the reallocation of funds for these projects as part of the deferred maintenance program

** In June 2023, the Board of Governors approved the submission of thirty-one (31) deferred maintenance projects under the State Institutions of Higher Education Deferred Maintenance Grant program.*

Some of Marshall's projects came in under budget; therefore, staff now seek authorization to reallocate funding for projects, as follows:

- Reallocations of \$31,500 from Electrical Systems Upgrades (WVHEPC-M-001), \$34,000 from Fine Ars Renovations (WVHEPC-M-009) and \$14,500 from Roof Replacements (WVHEPC-M-025), a total of \$80,000 for additional demolition expenses from Holderby Hall Demolition (WVHEPC-M-014)*
- Reallocation of \$27,500 from Electrical Systems Upgrades (WVHEPC-M-001) for additional expenses to address repairs beyond scope for Smith Hall/Henderson Center Concrete Work (WVHEPC-M-013)*
- Reallocation of \$2,700 from Roof Replacement (WVHEPC-M-025) for additional expenses associated with Old Main Structure Repairs-Phase I (WVHEPC-M-023)*
- Reallocation of \$4,425 from Memorial Student Center Restroom Repairs and Renovations (WVHEPC-M-015) and \$4,785 for Henderson Center E Level Sanitary Pipe Replacement (WVHEPC-M-007) for \$9,210 additional expenses associated with Classroom and Restroom Repair/Renewal (WVHEPC-019)*

By authorizing this request, Marshall will be able to use and transfer funds from deferred maintenance projects that finished under budget, as well as reduce budgets for other projects, to finance outstanding repairs and ensure the scope of work is completed satisfactorily.

Upon a motion by Donnie Holcomb, seconded by Kathy Eddy, without further discussion, a vote of aye, no objections and the motion carried unanimously.

C) Approval of Acquisition of Property Located on Northcott Court

The following resolution was read:

Resolved, that the Marshall University Board of Governors approve the acquisition of property located on Northcott Court, as described below. It is further resolved that the President of Marshall University is hereby authorized to execute any necessary documents to effectuate this purchase.

** Marshall University wishes to acquire 3.894 acres located on Northcott Court, Hal Greer Boulevard, Huntington, West Virginia. The acquisition will be accomplished by way of an assignment and purchase involving Fairmount Properties.*

Marshall's interest in the property is to develop it for the location of the new Joan C. Edwards School of Medicine and Community Health Institute, subject to compliance with all State code and processes with respect to property acquisition and construction project practices. The objective is to enable the School of Medicine to have a stand-alone facility.

The purchase price of the property would be three million, three hundred dollars (\$3,300,000), plus an administrative fee of three hundred fifty thousand dollars (\$350,000) to be paid to Fairmount Properties for their interest in the property and provision of due diligence materials. This acquisition is being funded through an appropriation from the State of West Virginia.

Upon a motion by Kathy Eddy seconded by Donnie Holcomb, without further discussion, a vote of aye, no objections and the motion carried unanimously.

D) Approval of Metro Tuition Rate Expansion - Phase 1 (Fall 2027) and Phase 2 (Fall 2028)

The following resolution was read:

Resolved, that the Marshall University Board of Governors approve expansion of the Metro tuition rate in a phased approach beginning in Fall 2027 and continuing in Fall 2028, as described below.

** Marshall University continues to look for ways to maintain its affordability mission and remain true to our enduring financial principle of Growing Students, Not Fees. To that end, we are presenting for approval the expansion of the Metro tuition rate. We are proposing a two-phased approach as outlined below.*

Phase 1 – True 150-Mile Radius (Fall 2027)

The current 150-mile radius for the Metro tuition rate applies only to the states of Kentucky and Ohio.

Beginning in Fall 2027, we are proposing a true 150-mile radius that will expand the Metro rate to additional counties over seven states, including Ohio, Kentucky, Tennessee, North Carolina, Virginia, Indiana and Pennsylvania.

The university currently enrolls approximately 28 students from these counties in undergraduate, graduate and online programs. In order for the university to break even on this proposal, we will need to add approximately two additional undergraduate students from these counties and an additional six graduate students. Phase 1 will be the foundation for moving toward Phase 2 – The Border State Benefit.

Phase 2 – The Border State Benefit (Fall 2028)

We are proposing to offer the Metro tuition rate to any student who resides in a state the borders West Virginia. This will include students from Ohio, Kentucky, Pennsylvania, Maryland and Virginia. This expansion of the Metro rate will be effective beginning in Fall 2028. The university currently enrolls approximately 173 undergraduate and 109 graduate non-resident students from these five states. In order for the university to break even on Phase 2, we will need to add approximately 91 additional undergraduate students and an additional 41 graduate students.

Upon a motion by Donnie Holcomb seconded by Rusty Webb, without further discussion, a vote of aye, no objections and the motion carried unanimously.

E) Approval of Restructuring of Institutional Merit Awards Beginning with Fall 2027 Freshman Class

The following resolution was read:

Resolved, the Marshall University Board of Governors approve restructuring of the university's financial aid merit awards beginning with the Fall 2027 freshman class, as described below.

** Marshall University proposes a shift in institutional financial aid strategy to align practices with peer institutions and provide increased clarity for prospective students and their families, as well as to help us to remain true to our enduring financial principle of Growing Students, Not Fees.*

This proposal is a two-part approach that will simplify the university's merit waiver structure and shift financial aid policy to a “last-dollar-in” approach for institutional merit waivers. These changes will be effective with the Fall 2027 class of incoming freshmen.

Part 1

The university currently offers 11 separate merit award categories with varying names, criteria and award levels. We propose to consolidate the 11 awards down to 4 awards under a single brand, the John Marshall Scholarship. The John Marshall scholarship will have four levels based on high school grade point average (GPA) and/or standardized test scores. Additional information is provided in the following pages.

Part 2

The university currently permits merit waivers to be stacked on top of other financial aid sources, without limits. This approach requires refunds to student accounts for amounts beyond the institution's Cost of Attendance, necessitating significant institutional subsidy in some cases. We propose changing to a "last-dollar-in" approach that will allow institutional merit waivers to be applied to a student account only until the account reaches a balance of \$0, and will permit a maximum refund of \$750 per semester to help cover books and other expenses. This proposal will align university policy with common national practice and help the university better anticipate cash outflows. Additional information is provided in the following pages.

Upon a motion by Donnie Holcomb seconded by Kathy Eddy, without further discussion, a vote of aye, no objections and the motion carried unanimously.

Information Items

Of note, in the package, there are updates for:

*Finance Update
Facilities and Operations Update
Internal Audit Update*

Athletic Committee

There were no action items brought forward from the Committee.

Information Items

Of note, in the board package, there are updates for:

*Athletics Report - "Student-Athlete First: Building Champions Beyond the Game"
Student-Athlete Success & Well-Being
Competitive Excellence & Winning the Right Way
Fan Experience & Community Engagement
Revenue Growth & Resource Development
Facilities & Capital Projects*

VII. President's Report

**The President's report is attached as an addendum to the Board of Governor's minutes.*

VIII. Report from the Nominating Committee/Election of Officers

Board of Governors member Bill Smith was given the floor to present the Nominating Committee report. He explained that each June, the committee meets to discuss officer positions for the upcoming year. Mr. Smith shared that he spoke with each of the nominees, all of whom agreed to serve if elected: Kathy Eddy as Chair, James (Jim) C. Smith as Vice Chair, and Dr. Kathy D'Antoni as Secretary. In accordance with the Board rules, members had the opportunity to submit additional nominations by the Friday prior to the meeting, but none were received. Mr. Smith respectfully submitted the committee's report and thanked the Board. He then asked if there were any nominations from the floor. Hearing none, he called for a motion to approve the proposed slate of officers.

Upon a motion by Donnie Holcomb seconded by Rusty Webb, without further discussion, a vote of aye, no objections and the motion carried unanimously.

IX. Executive Session under the authority of WV Code § 6-9A-4

Upon a motion by Bill Smith, seconded by Vicki Dunn-Dionne, the board entered Executive Session under the authority of WV Code §6-9A-4 to discuss Matters involving Commercial Competition and Personnel.

After a brief session, the Board entered open session. No votes were taken during the Executive Session.

X. Chairman Sheils Report

Chairman Sheils began by reflecting on his eight years of service on the Board and expressed his appreciation to fellow board members and university staff for their support and collaboration. He thanked the board for the opportunity to serve, noted the valuable experiences and relationships gained during his tenure, and expressed confidence in Kathy Eddy's leadership as incoming chair. Chairman Sheils also encouraged board members to attend the upcoming Board of Governors training sessions scheduled for August 3-4, recognizing the significant planning and effort invested by university to make the sessions beneficial and informative.

He then recognized Chief of Staff Ginny Painter, who reminded board members that pre-meeting materials would be distributed earlier than usual due to the increased volume of required reading. She noted that instructions and materials would be sent within the next one to two weeks.

Chairman Sheils concluded by opening the floor for additional comments. Hearing none, he adjourned the meeting and thanked everyone for their time and service.

XI. Announcements

XII. Adjournment

Without objection, the Board Meeting was adjourned.

Respectfully submitted,

Kathy D'Antoni, Secretary

DRAFT

**President's Report
June 2026**

- Thank you, Mr. Chairman.
- Good afternoon, my friends.
- As we've discussed, the external environment remains dynamic and unpredictable.
- Higher education is at the center of this vortex ...
- Across the country, universities are navigating shifting demographics, policy changes, financial pressures, and evolving expectations about the role of higher education in society.
- We can't predict every turn ahead, but we can prepare ourselves to respond with agility, confidence and purpose.
- The future doesn't belong to those who are certain ... it belongs to those who possess conviction and are most ready.
- With that context, I want to focus my update on the work we are doing over the summer to strengthen our conviction and ensure our readiness for any scenario:
 - These include synthesizing the feedback collected from 30 listening sessions conducted over the past 90 days.
 - Defining a range of future enrollment scenarios and preparing specific actions to effectively navigate should that scenario play out.
 - Refining our approach to strengthening student success through the work of an Action Learning Team.
 - And transforming our multi-year efforts behind AI to lead in this era of transformation.
- **Let me click down on each, beginning with the highlights of the most recent Listening Tour.**
 - Having completed ~30 listening sessions with more than 1,000 participants over the past 90 days, we've loaded all the feedback into AI to summarize what we've heard.
 - The overall tone of the sessions has been notably optimistic, with participants consistently expressing confidence in the university's direction, leadership, transparency, and student-centered mission.
 - Specifically, participants believe Marshall is:

- Moving forward rapidly,
 - Increasing in national relevance,
 - Building institutional confidence,
 - Strengthening enrollment and reputation,
 - Becoming more innovative and collaborative,
 - And operating with greater transparency and accountability than in previous eras.
- While encouraging, the listening tour has also revealed clear tension:
 - Marshall's growth, ambition, and transformation are beginning to strain ...
 - Our people ...
 - Our systems and infrastructure ...
 - And our operational capacity required to sustain long-term success.
- Specifically, the areas highlighted include the need to identify pathways that:
 - Sustain momentum responsibly,
 - Scale institutional capacity,
 - Support employees more effectively,
 - Modernize operations and infrastructure,
 - Prepare students for a rapidly changing AI-driven future,
 - And preserve Marshall's relationship-centered culture during growth.
- This feedback sets the stage for the work we are completing over the summer and into the Fall ...
- **Which takes me to my second topic: defining a range of future enrollment scenarios and preparing specific actions to effectively navigate should that scenario play out.**
 - As we've discussed, higher education continues to navigate the disruption of the 3 D's: demographics, digital and doubt.
 - Over the summer, we are conducting a deeper analysis into our internal scenario planning for all three ... while defining "if-then" options.
 - Across the nation, the enrollment cliff has arrived.

- For the past four years, we've defied gravity and bucked this gradual softening, but we must be prepared for all scenarios.
- Matt Tidd has been working with the cross-campus Budget Advisory Committee to identify potential scenarios ...
- As well as levers and options that might be available as we navigate through the uncertainty in the next several years.
- In support of this work, we are engaging with external thought partners to refresh our assessments of our organizational structure, opportunities for revenue optimization, as well as identification of areas of waste and inefficiency.
- Similar to the work we conducted in 2022 across campus, our goal is to identify areas where we can increase our effectiveness in serving our students ...
- While reducing friction ...
- Streamlining our work ...
- And taking action to lower cost where necessary.
- As we wrap the final year of Save-to-Serve 1.0, which has focused primarily on savings in supplies and other services ...
 - We now need to reimagine new approaches to daily activities where we can increase efficiency ...
 - Freeing up resources to reinvest into:
 - Performance-based pay,
 - Deferred maintenance,
 - And strategic investments as we move forward.
- **Which takes me to my third topic, the work underway with our Student Success Action Learning Team.**
 - The Action Learning team is being led by our VP of Institutional Research, Brian Morgan ...
 - Brian is stewarding a team of 15 individuals representing internal domain experts and our shared governance constituents ...

- Their objective is to conduct an internal and external assessment of best practices to define a model where:
 - Retention rates consistently approach or exceed 80%,
 - Graduation rates meet or exceed peer benchmarks,
 - Equity gaps are significantly reduced,
 - And student success efforts are:
 - Coordinated across units,
 - Proactive and timely,
 - And are data-informed and action-oriented.
 - We seek a model where responsibility for student success is clearly defined and shared institution-wide,
 - And students experience a seamless, “one-stop/concierge” model of support.
- In short, a model where student success is driven by a cohesive, intentional system comparable to leading institutions.
- **Which takes me to my final topic - advancing our efforts to strengthen and adapt to the impact and implications of AI on education, the workforce and society ...**
 - Every university is asking how AI will change education.
 - We believe the better question is “how should education change because of AI?”
 - Marshall must choose to lead rather than react.
 - We must prepare students, not only for their first job, but for a lifetime of adaptation and growth.
 - As I’ve previously shared, we’ve invited Paul LeBlanc (the former President of Southern New Hampshire University and current advisor to the Gates Foundation)...
 - To co-facilitate several campus strategy workshops with us over the summer break.
 - The first will be held on July 13th and 14th:

- Which will include the Chairs, the Deans, the heads of the Five Families, the campus AI Task Force and our Cabinet ...
- And the second will be August 3rd and 4th:
 - Which will include each of you as the Board of Governors.
- These workshops will focus on:
 - Grounding ourselves in the culmination of internal and external trends, data and best practices ...
 - Acknowledge, identify and name the central tensions AI is creating for Marshall ...
 - Surfacing discomfort, ambiguity, and tradeoffs ... not just the promise, but also the perils.
 - In doing so, we will ensure all perspectives are heard and respected,
 - Grounding the discussion in evidence from the AI survey/listening tour, peer benchmarking, and students' lived experience.
 - We'll translate key insights into action by producing a clear list of what we seek to protect and preserve,
 - As well as what must change.
 - And we'll align on 3–6 strategic imperatives connected to the Marshall for All strategy, to refresh our Plan-On-A-Page
- By end of summer, our goal is to have a comprehensive internal and external assessment to share with the campus community in the early Fall,
- Providing an opportunity for the broader campus community to review and contribute additional input and edits as appropriate...
- Leading to a final refresh of our plan-on-a-page that will set the course for the next five years of our journey ...
- A journey to be a gold standard 21st Century Prosperity Platform that accelerates individual success, innovative ideas and economic impact for the state and the nation!
- We have a busy summer ahead ...

- But the greatest leaps forward occur in times of disruption and reinvention ...
- And we're seizing the moment at Marshall University!
- So, as I wrap up ... I'll return to where I began.
 - Higher education is navigating a moment of significant change.
 - But change does not have to mean uncertainty.
 - At Marshall, I see something different.
 - I see a campus community that is focused on its mission.
 - A campus community that is willing to adapt and evolve:
 - Our thinking ...
 - Our approach ...
 - And even our decisions when new data or new opportunities require us to ...
 - Marshall University is not reacting ... we are responding
 - Our work is not always easy ...
 - But it is meaningful...
 - And it is worth doing.
- Marshall For All ... Marshall Forever!
- Go Herd.

Marshall University Board of Governors

Meeting of August 4, 2025

ITEM: Approval of Revisions to Board of Governors Rule No. SA-1
- Student Rights and Responsibilities

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED ACTION: *Resolved*, that the Marshall University Board of Governors approve the revisions to Board of Governors Rule No. SA-1
- Student Rights and Responsibilities

STAFF MEMBER: H. Toney Stroud
Chief Legal Officer / Vice President for Strategic Initiatives
and Corporate Relations

BACKGROUND:

This Rule establishes regulations regarding student rights, responsibilities, and conduct at Marshall University.

The proposed changes are as follows:

Expanded Jurisdiction and Reporting: University may address off-campus and online conduct that substantially affects the educational environment. Employees must report threats, injuries, hazing, weapons, drugs/alcohol, and discrimination or harassment.

Health, Safety, and Welfare: Creates a standalone violation for emotional/psychological abuse, clarifies physical abuse provisions, expands retaliation protections, and further clarifies Title IX and non-Title IX processes.

Artificial Intelligence and Digital Misconduct: Adds new prohibitions for deepfakes, synthetic media, AI-generated intimate images, AI impersonation, and other technology-based harassment or exploitation.

Privacy and Technology Protections: Prohibits unauthorized digital recording, monitoring, surveillance, and misuse of technology that infringes on privacy rights.

Virtual Classroom Standards: Updates virtual classroom provisions to include AI-generated media, online harassment, display of weapons or drugs, and academic integrity concerns in online learning environments.

Modernization and Clarifications: Updates conference references, housing procedures, terminology, formatting, and cross-references; removes redundant language and improves readability.

New Catch-All Violations: Adds “Other violations of this standard not listed” and complicity provisions throughout Standards 1-7, providing flexibility to address misconduct not specifically enumerated.

Key Impact: The revisions modernize the Code by addressing online conduct, AI-related misconduct, Title IX compliance, employee reporting obligations, retaliation protections, and emerging technology issues.

Upon approval of this resolution, this Rule will be posted at <https://www.marshall.edu/policies/> and a comment period will open and remain open until Wednesday, September 16, 2026. If substantive comments are received, a final policy will be presented to the Board for approval at a subsequent meeting. If no substantive comments are received, the policy will be considered approved in its current form with an effective date of the end of the comment period.

Comments should be sent via email to: commentstorpap@marshall.edu

MARSHALL UNIVERSITY BOARD OF GOVERNORS
Policy No. SA-1
STUDENT RIGHTS AND RESPONSIBILITIES

General.

- 1.1. ~~Scope:~~ Policies, rules and regulations regarding student rights, responsibilities and conduct at Marshall University. Marshall University may address off-campus or online conduct when it substantially interferes with the educational environment, safety, or rights of members of the University community.
- 1.2. Statutory References:
- 1.3. Passage Date: **INSERT DATE**
- 1.4. Effective Date: **INSERT DATE**
- 1.5. Background: Replaces Board of Trustees Series No. 57 which was transferred by the Higher Education Policy Commission to the University boards of governors. This policy was previously numbered as MUBOG Policy No. 14. This policy was completely revised to combine SA-1 and SA-3 into one policy. The policy is being amended to require mandatory reporting of certain Student Conduct violations and clarifies other conduct issues.

Commented [JR1]: Stating that Marshall can address online/off-campus conduct when it substantially disrupts learning clarifies jurisdiction and matches federal expectations for responding to hostile environments affecting education.

Purpose.

- 2.1. ~~Purpose~~ The purpose of these policies, rules and regulations includes, but is not limited to, the following:
 - 2.1.1 To establish a general policy on student life, including a statement on student rights and responsibilities, at Marshall University.
 - 2.1.2 To identify behavioral expectations of students and certain prohibited acts by students at Marshall University.
 - 2.1.3 To prescribe penalties and sanctions for such prohibited conduct
 - 2.1.4 To define generally the powers, authority and duties to be exercised under the control of the Board of Governors, by the president and officials of Marshall University in applying these policies, rules and regulations.
 - 2.1.5 To prescribe disciplinary actions and proceedings to be taken in cases of the violations of these policies, rules and regulations.

Definitions.

- 3.1. Activity - All or any operations conducted, sponsored, promoted, operated or otherwise engaged in by the University, including, by way of illustration and not as limitation of the foregoing, classroom and course activities, recreational and cultural programs, maintenance or building programs, committee or other business activity, registration, advising, teaching, admissions, placement, disciplinary or routine office activity, research or service.
- 3.2. Advisor. Any person intended to assist the Respondent during the disciplinary process, including but not limited to, a Student Advisor, faculty member, attorney or other person. Unless otherwise indicated by the Respondent, in writing, the Advisor shall be provided a copy of all materials provided to the Respondent.

- 3.3. Board of Governors. The Marshall University Board of Governors.
- 3.4. Campus. All the property and facilities of any institution serving as the locus in quo of any activity of the University.
- 3.5. Faculty. Those employees of Marshall University who are assigned to teaching or research or service functions at the University, and who hold academic rank.
- 3.6. President. The chief executive officer of the University, whatever the title, whether responsible directly to the Board of Governors or through some other officer to the Board of Governors and shall include all those acting for or on behalf of such chief executive officer, at or by his discretion, or at or by the direction of the Board of Governors.
- 3.7. Staff. Those employees of Marshall University who are assigned to teaching or research or service functions at the University, and who are not members of the faculty.
- 3.8. Student. Any persons taking courses at or from Marshall University, both full-time and part-time, pursuing undergraduate, graduate, or professional studies and those who attend educational institutions other than Marshall University and who reside in Marshall University residence halls or utilize Marshall University facilities or services for the purpose of pursuing studies at those institutions. For the purposes of this policy, persons who have been admitted to Marshall University, but are not officially registered for a particular term, and/or who have a right to, or expectation of, a continuing or future student relationship with Marshall University are considered "students." A person shall be considered a student during any break or holiday period that occurs during a term in which that person is registered or between terms for which that person registers. A person shall be considered a student while suspended from the institution, or while the person is attending or participating in any activity preparatory to the beginning of a term, including, but not limited to, athletic training, orientation, placement testing, and residence hall check-in. A person is considered a student after the awarding of a degree or certificate for the purposes of addressing any conduct alleged to have occurred during any of the times set forth in this definition.
- 3.9. Student Organizations. Any group of persons who have complied with formal requirements for provisionary or full recognition as a student organization at Marshall University, including social fraternities and sororities, and organizations whose recognition has been suspended.
- 3.10. University. Any or all of the branches or divisions thereof, over which the Board of Governors shall have authority, responsibility or control.
- 3.11. University Property. All the land, buildings, facilities, and other property including intellectual and virtual property, owned, used, leased or controlled by Marshall University, including adjacent streets and sidewalks. This includes all University campuses and facilities. University property also includes computers and network systems owned, maintained or controlled by the University or funded by University budgets or designated by the campus as subject to these policies.

Policies Regarding Student Rights and Responsibilities.

- 4.1. The submission of an application for admission to the University represents an optional and voluntary decision on the part of the prospective student to partake of ~~the program~~ and privileges offered by the University pursuant to the policies, rules ~~and regulations~~

of the Board of Governors and the University. Institutional approval —of that application, in turn, represents the extension of a right or privilege to join —the University community and to remain a part of it so long as the student fulfills —the academic and the behavioral expectations that are set forth in the policies, rules —and regulations of the Board of Governors and the University.

- 4.2. Freedom of expression and assembly - The student enjoys the essential freedoms of scholarship and inquiry central to all institutions of higher education. In exercising these freedoms, the student has certain rights and responsibilities, including, but not limited to, the following:

4.2.1 To have access to campus resources and facilities;

4.2.2 To espouse causes;

4.2.3 To inquire, discuss, listen to and evaluate;

4.2.4 To listen to any person through the invitation of organizations recognized by the University;

4.2.5 To have a free and independent student press which adheres to the canons of responsible journalism;

4.2.6 To not violate the rights of others in matters of expressions and assembly; and

4.2.7 To abide by policies, rules and regulations of the Board of Governors and the University and federal, state, and local statutes and ordinances pertaining to freedom of expression and assembly.

- 4.3. Freedom of association - Students may organize whatever associations they deem desirable and are entitled to affiliate with any group or organization for which they meet membership qualifications. However, institutional recognition of student organizations shall be limited to those whose purposes ~~comport~~are to comport with the educational mission of the University.

- 4.4. Right to privacy – Students are generally entitled to the same safe-guards of the rights and freedoms of citizenship as are afforded those outside the academic community, including, but not limited to, the following:

4.4.1 Respect for privacy, including freedom from unreasonable and unauthorized searches of student living quarters;

4.4.2 Confidentiality of academic and disciplinary records; and

4.4.3 Legitimate evaluations made from student records.

- 4.5. Responsibilities of citizenship - A student is expected, as are all citizens, to respect, and abide by, local ordinances and state and federal statutes, both on and off the campus. As a member of the University community, a student is expected to abide by the University's Code of Student Rights and Responsibilities which clarifies those behavioral standards considered essential to its educational mission.

- 4.6. Disciplinary proceedings - Disciplinary proceedings for students accused of committing offenses must be consistent with such constitutional provisions guaranteeing due process of law as are applicable to them. In all disciplinary proceedings, the student shall be considered not responsible until proven responsible.

- 4.7. The President or his designee shall have authority to promulgate rules and regulations, consistent with the policies of the Board of Governors.

- 4.8. The Code of Student Rights and Responsibilities and the Student Conduct System are subject to change and amendment. Marshall University's student-based system gives students maximum opportunities to participate in the formulation of policies concerning

student conduct and in the adjudication of cases arising under conduct policies. Maintenance of discipline and preservation of community standards are the concerns of all students, faculty, staff, and administration. All members of the University community will be provided with appropriate opportunities for representation and involvement in the development, revision, and maintenance of the Code of Student Rights and Responsibilities. All changes made shall take effect immediately following approval by the Student Conduct and Welfare Committee, the Faculty Senate, and the President of the University.

~~4.8.~~

Code of Student Rights and Responsibilities

- 5.1. ~~_____~~ -Conduct required in general - All students at the University are subject to, and are required to comply with, observe, and obey the following:
- 5.1.1 The laws of the United States;
 - 5.1.2 The laws of the State of West Virginia;
 - 5.1.3 Local city, county and municipal ordinances;
 - 5.1.4 The policies, rules and regulations of the Higher Education Policy —Commission, the Board of Governors and the University; and
 - ~~5.1.5~~ 5.1.5 The directions and orders of the officers, faculty and staff of the University —who are charged with the administration of University affairs on campus.

- 5.2. Expectations for Student Conduct -- The following standards and sanctions express the University's expectations for student conduct and are essential to the University's educational mission. Participation by students in activities that violate the standards, including the prescribed behaviors listed under each standard, may result in referral to the Office of Student Advocacy and Accountability or to another University office responsible for examining and upholding standards of conduct, in accordance with the due process guarantees and procedures defined in this Policy and in the Administrative Procedures associated with this Policy. Additionally, all employees of Marshall University must report alleged violations involving direct threats of physical harm, any type of physical injury, hazing, drugs and/or alcohol, weapons, or acts of discrimination or harassment to the Office of Student Advocacy and Accountability or to another University office responsible for examining and upholding standards of conduct.

- 5.2.1. **Standard 1:** Marshall University students and student groups observe the highest principles of honesty and integrity and support a campus environment conducive to trust and scholarship. Disciplinary action for academic misconduct will, in most cases, be the responsibility of the academic unit in which the misconduct occurred. Should a student be unsure whether their action(s) constitute academic misconduct, it is that student's responsibility to consult with the instructor or other University official to clarify any ambiguities. ~~Violations of this standard include but are not limited to:~~

- 5.2.1.1 Unauthorized taking or possession of academic records, University documents, academic documents, or the academic work of others.

Commented [CB2]: 5.2.1.9 added to provide flexibility to address violations not delineated, eliminating need for "but not limited to" language.

- 5.2.1.2 Unauthorized alteration of academic records, University documents, academic documents, or the academic work of others.
- 5.2.1.3 Furnishing false information to the University by forgery, alteration, or misuse of documents with the intent to deceive.
- 5.2.1.4 Furnishing to a University office or official a written or oral statement known to be false.
- 5.2.1.5 Falsification, distortion, or misrepresentation of information before a University conduct officer, hearing panel, or grievance board.
- 5.2.1.6 Plagiarism: use or close imitation of the ideas, data, language, or thoughts of another without appropriate acknowledgment done with the intent to deceive or with disregard for proper scholarly practice.
- 5.2.1.7 Cheating: seeking to gain unfair advantage by using or attempting to use unauthorized assistance, material, or time in examinations or other academic work or preventing, or attempting to prevent, another from using authorized assistance, material, or time.
- 5.2.1.8 Research Misconduct: Non-compliance with all applicable laws, regulations, and contracts related to the conduct of research and sponsored program activities conducted at and/or approved by the University.

~~5.2.1.8~~ 5.2.1.9 ~~Other violations of this Standard not listed.~~

5.2.1.10 Complicity with others in violation of Standard 1.

~~5.2.1.9~~

Commented [CB3]: Replaces last sentence in 5.2.1

Commented [BC4]: Clarifies referenced standard.

- 5.2.2. **Standard 2:** Marshall University students and student groups respect and promote the health, safety, and welfare of all persons, including themselves. Students are expected to exhibit responsible behavior regardless of time or place.

~~Violations of these standards include but are not limited to:~~

Commented [CB5]: 5.2.2.20 added to provide flexibility to address violations not delineated in this section, eliminating need for "but not limited to" language.

5.2.2.1 Emotional or psychological abuse including any act, pattern of behavior, or communication intended to cause, or that reasonably could cause, emotional harm, psychological distress, fear, intimidation, humiliation, degradation, manipulation, or loss of personal dignity, whether occurring in person, in writing, or through electronic or digital means. Consent, acquiescence, or participation by the person, group, or organization subjected to emotional or psychological abuse does not constitute a defense to a violation of this code. Physical or emotional/psychological abuse, including any attempt to cause injury or inflict pain; or causing injury or inflicting pain. Also causing physical contact with another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative. It is not a defense that the person, group, or organization against whom the physical abuse was directed consented to, or acquiesced to, the physical abuse.

5.2.2.1 Physical abuse including any act or attempt to cause physical injury, bodily harm, or physical pain to another person. Physical abuse also

includes causing or attempting to cause physical contact with another person when the individual knows or reasonably should know that the contact would be regarded as offensive, threatening, intimidating, or provocative. Consent, acquiescence, or participation by the person, group or organization subjected to physical abuse does not constitute a defense to a violation of this code.

5.2.2.2

5.2.2.3 Threats of physical violence against self or another person, including restraint.

5.2.2.4 Sexual assault, abuse, stalking or misconduct, including any sexual acts committed without the affirmative consent of the victim and any other violations of University policies regarding sexual harassment as defined in and governed by the Discrimination, Harassment, Sexual Harassment, Sexual & Domestic Misconduct, Stalking, And Retaliation, Board of Governors Policy, GA-3. Please refer to section 8.1.1. for more information regarding amnesty related to sexual misconduct. Title IX Sexual Harassment, as defined under BOG Policy GA-3 and the Title IX regulations, will be addressed exclusively under the Title IX Grievance Procedures for Students. Other sexual misconduct that falls outside Title IX jurisdiction may still violate this Code and be addressed under the Non-Title IX Grievance Procedures for Students.

5.2.2.5 Relationship Violence which causes physical harm or abuse, and threats of physical harm, restraint or abuse, arising out of a relationship as defined in and governed by the University Discrimination, Harassment, Sexual Harassment, Sexual & Domestic Misconduct, Stalking And Retaliation Board of Governors Policy, GA-3.

5.2.2.6 Possession, use, brandishing, or storage, while on University Property or at a University sponsored or supervised activity(ies), of any weapons, dangerous devices such as, but not limited to, any firearm, pellet gun, sling shot, fireworks, firecrackers or explosive devices, rifles, shotguns, ammunition, handguns, air guns, air rifles, or air pistols, paint guns and BB guns, brass knuckles, ~~realistic looking~~ toy firearms, knives, or swords, and knives with a blade longer than four inches, other than ones used as kitchen tools. Provided that, nothing herein shall be construed as a violation of W. Va. Code § 18B-4-5b which permits those with a valid license to carry a concealed weapon in designated areas on the Marshall University campus as defined in University Policy, UPGA-32. and W.Va. Code § 61-7-14, 6a, which permits firearms to be locked or locked in a motor vehicle if the firearm is out of view

5.2.2.7 Possession or storage, while on University Property or at a University sponsored or supervised activity(ies), of any dangerous substances/chemicals such as gasoline or other combustible materials in an unauthorized container and/or area.

Commented [CB6]: Breaking up 5.2.2.1 into two separate codes to clarify that emotional/psychological abuse is prohibited in addition to physical abuse.

Commented [JR7]: This sentence is required to clarify the distinction between conduct that must follow the federally mandated Title IX grievance procedures (as defined in GA-3) and conduct that can be addressed under the general Student Conduct process. This addition ensures compliance with the 2020 Title IX regulations and prevents students from arguing that the institution improperly mixed Title IX and non-Title-IX processes.

Commented [CB8]: Clarifying language to include toy firearms that are not realistic (i.e. Nerf-style guns).

- 5.2.2.8 Fighting.
- 5.2.2.9 Intentional disruption~~ing~~ or obstructing~~ing of~~ teaching, research, administration, disciplinary proceedings or other University activities.
- 5.2.2.10 Intentionally initiating or causing to be initiated any false report, warning, or threat of impending fire, explosion, or any emergency.
- 5.2.2.11 Intentionally causing the evacuation of a University building for reasons known to be false.
- 5.2.2.12 Tampering with, misusing, abusing, or altering any safety equipment or devices, including but not limited to, fire extinguishers, elevators, emergency telephones, ~~elevators~~, etc.
- 5.2.2.13 Hazing: means to cause any action or situation which recklessly or intentionally endangers the mental or physical health or safety of another person or persons or causes another person or persons to destroy or remove public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any organization operating under the sanction of or recognized as an organization by an institution of higher education. The term includes, but is not limited to, any brutality of a physical nature, such as whipping, beating, branding, forced consumption of any food, liquor, drug or other substance, or any other forced physical activity which could adversely affect the physical health and safety of the individual or individuals, and includes any activity which would subject the individual or individuals to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual or individuals, or any willful destruction or removal of public or private property: Further, the implied or expressed consent or willingness of a person or persons to hazing shall not be a defense..
- 5.2.2.14 Intimidation: committing, conspiring to commit, or causing to be committed any act which would compel or deter another's actions through the threatened or actual use of force, coercion, or blackmail or engaging in an intentional course of behavior directed at a specific person, which frightens, or harasses.
- 5.2.2.15 Retaliation: means any adverse action taken against a person for making a good faith report of a violation of university policies, university rules, student rules, and/or the law, or for participating in any proceeding related to the investigation or resolution of such report. Retaliation as defined in 34 C.F.R. §106.71¹ is also prohibited and includes any adverse action taken against an individual for participating or refusing to participate in a Title IX process. Retaliation

Commented [CB9]: Eliminate redundant language: "elevator" already listed.

Commented [JR10]: This sentence is added because federal law requires the University to clearly state that students cannot be punished or treated badly for being involved, or choosing not to be involved, in a Title IX process, and including it protects students and the University from confusion, unfair treatment, and legal challenges.

¹. 34 C.F.R. §106.71 is the federal rule that prohibits schools from punishing, threatening, or intimidating anyone for reporting sexual harassment or for participating, or choosing not to participate, in a Title IX investigation or grievance process

includes threatening, intimidating, harassing, coercing or any other conduct that would discourage a reasonable person from engaging in activity protected under this policy. Retaliation includes social, academic, housing, employment related, or online actions that would deter a reasonable person from reporting or participating in a University process. Retaliation may be present even where there is a decision of “unsubstantiated,” “insufficient information to substantiate,” “not responsible,” and/or “not guilty” on the allegations. Retaliation does not include good faith actions lawfully pursued in response to a report. Violation of an interim, remedial, or protective measure will be considered retaliation.

Commented [JR11]: Adding examples like online or housing-related retaliation makes it clearer what’s off-limits and supports Title IX’s requirement to prohibit retaliation, including peer retaliation.

5.2.2.16 Negligent Bodily Harm: Failure to exercise reasonable care, thereby causing bodily harm.

5.2.2.17 Throwing objects from or causing objects to fall from University buildings.

5.2.2.18 Interference with Emergency Services and procedures. This includes obstructing or hindering the maintenance, provision, or function of such emergency services as fire department, police department, security, first aid, or rescue; and obstructing or hindering emergency or practice evacuation or similar procedures announced for any building or facility.

~~5.2.2.19~~ Violation of or failure to comply with any required safety measures or public health guidelines, directives, or laws, as promulgated or mandated by the University, city, state or federal officials, including but not limited to, the following requirements.

~~5.2.2.19~~

~~5.2.2.18.15.2.2.19.1~~ Failure to use Personal Protective Equipment (PPE) ~~such as~~ face masks and/or gloves as directed or required.

~~5.2.2.18.25.2.2.19.2~~ Failure to comply with social distancing directives and practices.

~~5.2.2.18.35.2.2.19.3~~ Failure to adhere to guidelines related to groups.

~~5.2.2.18.45.2.2.19.4~~ Failure to comply with residence and dining hall directives and practices.

~~5.2.2.19.5~~ Failure to comply with any safety directives or mandates.

~~5.2.2.20~~ Other violations of this standard not listed.

~~5.2.2.19~~ Complicity with others in violation of Standard 2.

~~5.2.2.20~~ Complicity with others in violation of this standard.

Commented [CB12]: Replaces last sentence in 5.2.2.

Commented [BC13]: Clarifies referenced standard.

Commented [CB14]: Formatting.

~~5.2.2.21~~

5.2.3. **Standard 3:** Marshall University students and student groups respect and honor the human rights, and dignity of other persons, groups, and organizations.

~~Violations of this standard include but are not limited to:~~

Commented [CB15]: 5.2.3.8 added to provide flexibility to add violations not delineated in this section, eliminating the need for “but not limited to” language.

5.2.3.1 Harassment/Bullying: Any action or behavior directed towards another person, including but not limited to, physical force or conduct,

intimidation, stalking, hazing, or degradation that results in the intent or actuality to physically or mentally harm another person, which threatens or violates an individual's personal safety and/or well-being. Harassment includes directing, encouraging, assisting, or conspiring with others to engage in conduct that would violate this Code.

Commented [JR16]: Saying harassment includes directing or encouraging others to pile on reflects how abuse now happens in group chats and social platforms and helps hold organizers accountable.

5.2.3.2 Cyber Bullying/Harassment: includes any language that can serve as a hindrance, interfere with another student's educational activity, or potentially results in another person feeling tormented, threatened, harassed, or humiliated, that is generated ~~from~~ through the internet, interactive and digital technologies, mobile phones or personal electronic devices regardless of originating network.

Commented [CB17]: Grammatical clarifications.

5.2.3.3 Nonconsensual disclosure of private intimate images, includes publishing, publicly displaying, distributing, delivering, circulating, or disseminating by any means, including, but not limited to, electronic transmission of private photograph, videotape, motion picture film, digital recording or any product of any mechanical or electronic recording process or ~~device~~ device that can preserve, for later viewing, a visual image to one or more persons other than those persons whom the person depicted understood would view the image at the time it was captured of private intimate images of a person's genitalia, pubic area, anus or female post-pubescent breasts. See W.Va. Code §61-8-28A. For purposes of this section, prohibited images include real, altered, fabricated, or AI-generated images or recordings, regardless of whether the content reflects an actual event.

Commented [CB18]: Incorrect word.

5.2.3.4 Creation, possession, use, or distribution of altered, fabricated, or AI-generated images, audio, or video ("synthetic media"), including but not limited to deepfakes, that reasonably appear to depict an identifiable person and are used to harass, threaten, humiliate, sexually exploit, or otherwise harm a member of the University community, without that person's consent.

Commented [JR19]: Clarifies that "images" also includes fabricated/AI-generated media which makes the Code current with West Virginia's recognition of "fabricated intimate images" and avoids loopholes in intimate-image cases.

~~5.2.3.6.~~ 5.2.3.5 Impersonation or false representation of another individual through digital, AI-generated, or manipulated content that could reasonably cause reputational, academic, emotional, or physical harm.

Commented [JR20]: This update clearly bans pretending to be someone else with AI (e.g., voice cloning or fake screenshots), which is increasingly used to bully or deceive.

5.2.3.6. Discrimination on the basis of race, sex, gender, color, national origin, religion, political affiliation, disability, age, or sexual orientation.

Commented [JR21]: Spelling out that harmful AI-generated images, audio, or video are prohibited shuts down the common "it wasn't real" defense and aligns campus enforcement with emerging best practice on synthetic content.

5.2.3.6. Commitment of any other violation in this code for the purposes of harassing and/or discriminating on the basis of race, sex, gender, color, national origin, religion, political affiliation, disability, age, or sexual orientation.

5.2.3.6. Other violations of this standard not listed.

Commented [CB22]: Replaces last sentence in 5.2.3

5.2.3.6. Complicity with others in violation of Standard 3.

Commented [BC23]: Clarifies referenced standard.

- 5.2.4. — **Standard 4:** Marshall University students and student groups uphold the mission of the University by protecting and preserving a campus environment consistent with the University's educational and academic goals. ~~Violations of this standard include, but are not limited to:~~
- 5.2.4.1 Violation of University policies regarding smoking and tobacco use on University Property. *See* Policy No. UPGA-5 Tobacco Policy.
 - 5.2.4.2 Unauthorized possession or use of drugs or narcotics. This includes any drug for which the required prescription has not been validly obtained.
 - 5.2.4.3 Actual, attempted, or intended manufacture, cultivation, distribution and/or sale of drugs, narcotics or marijuana or other controlled substances.
 - 5.2.4.4 Unauthorized possession or use of alcoholic beverages ~~or beer~~, as defined by policies established by the University and its governing body.
 - 5.2.4.5 ~~Behavior that evinces underage consumption of alcohol. Underage possession or use of alcoholic beverages~~
 - 5.2.4.6 Operating a motor vehicle while under the influence of alcohol or any drugs.
 - 5.2.4.7 Misbehavior at Sports Events, Concerts, or Social/Cultural Events. This includes, but is not limited to:
 - 5.2.4.7.1. ~~Throwing of any article into a crowd or onto a playing field, court or stage.~~
 - 5.2.4.7.2. ~~Bringing prohibited items onto University property or to any University sponsored events unless permitted by the appropriate University officials.~~
 - 5.2.4.7.3. ~~Displaying at any sports or cultural event any unauthorized or obscene, offensive, or obstructive banner or sign.~~
 - 5.2.4.7.4. ~~Inappropriate yelling at or harassment of performers, athletes, spectators or event staff.~~
 - 5.2.4.7.5. ~~Violations of the Conference USA Sun Belt Conference rules and regulations governing spectator conduct.~~
 - 5.2.4.8 Unauthorized animals on campus or other violation of the University's Animal Policy (BOG Admin-9).
 - 5.2.4.9 Disruptive or disorderly conduct; public intoxication or under the influence of controlled substances; disturbing the peace through noise, rowdiness, or pranks.
 - 5.2.4.10 Obstructing or interfering with the orderly conduct of University affairs including teaching, research, administrative and disciplinary procedures, University sponsored elections, or any University-sponsored activity.
 - 5.2.4.11 Obstructing the free flow of vehicular or pedestrian traffic on University Property.

Commented [CB24]: 5.2.4.16 added to provide flexibility to address violations not delineated in this section, eliminating the need for "but not limited to" language.

Commented [CB25]: Consistency/compatibility with 5.2.2.9

Commented [CB26]: Eliminating redundant language

Commented [CB27]: Clarified and more student-friendly language.

Commented [CB28]: Updated to reflect current conference affiliation.

~~5.2.4.12~~ Failure to comply with the lawful direction of University or other law enforcement officers, or University officials in the proper performance of their duties.

~~5.2.4.12~~ ~~5.2.4.13~~ Failure to comply with a University or court-issued order of protection, restraining order, no-contact order, injunction, or any comparably judicial or administrative order.

~~5.2.4.13~~ ~~5.2.4.14~~ Intentionally fleeing from a University official or law enforcement officer when the person knows or reasonably should have known the University official or law enforcement officer is attempting to confront, arrest, or detain.

~~5.2.4.15~~ Failure to provide identification upon the request of a University official in the proper performance of their duties. A person identifies themselves by giving their name and complete address, substantiated by a current driver's license, voter registration card, or other official documentation, and by stating truthfully whether or not they are a student or employee of the University.

~~5.2.4.14~~ ~~5.2.4.16~~ Other violations of this standard not listed.

~~5.2.4.15~~ ~~5.2.4.17~~ Complicity with others in violation of Standard 4.

Commented [CB29]: Replaces last sentence in 5.2.4

Commented [BC30]: Clarifies referenced standard.

5.2.5. ~~Standard 5: Marshall University students and student groups~~ respect the property of others, and the property, facilities, ~~equipment~~, and resources of the University. ~~Violations of this standard include, but are not limited to:~~

~~5.2.5.1~~ Defacement, damage, destruction, or interference with any property, property right, or service belonging to other persons, groups, or organizations.

~~5.2.5.2~~ ~~5.2.5.1~~ Theft or unauthorized possession of, or misuse of property belonging to other persons, groups, or organizations. This includes possessing, receiving, storing, using, moving, giving away, or selling of property known to have been wrongfully taken from the University or from any person or group.

~~5.2.5.3~~ ~~5.2.5.2~~ Theft or unauthorized use of, misuse of, or interference with services provided by or for other persons, groups, or organizations. This includes, but is not limited to, telephone services, credit services, mail services, tutoring services, photocopying services, and internet services.

~~5.2.5.4~~ ~~5.2.5.3~~ Attempted theft or unauthorized possession or use of, or misuse of, or interference with property or services provided by or for other persons, groups, or organizations.

~~5.2.5.5~~ ~~5.2.5.4~~ Negligent Destruction or Impairment of Property or Services: Failure to exercise reasonable care, thereby causing damage, defacement, destruction, interference, theft, or loss of property belonging to the University or any person, group, or organization.

~~5.2.5.6~~ ~~5.2.5.5~~ Negligent Risk of Destruction or Impairment of Property or Services: Failure to exercise reasonable care, thereby creating a risk of damage, defacement, destruction, interference, theft, or loss of

property belonging to the University or any person, group or organization.

~~5.2.5.7~~5.2.5.6. Misuse of University Keys: The unauthorized duplication, attempted duplication, use, loan, possession, giving away, or selling of any key to any building, room, property, or facility owned or controlled by the University.

~~5.2.5.8~~5.2.5.7. Forcibly breaking into and/or entering, or attempting to break into, any building, room, property, locker, vehicle, or other facility.

~~5.2.5.9~~5.2.5.8. Unauthorized presence or improper use of the University buildings or facilities or trespassing at the University.

5.2.5.9. Misuse of computing networks, services, systems, or equipment, unauthorized accessing of accounts, all other provisions of the University's abuse policies for its information technology environment. This includes using a computer service to violate or aid in violation of any other provision of this code.

5.2.5.10. The unauthorized recording, monitoring, or surveillance of another person in a private setting, including through digital applications, smart devices, or software.

5.2.5.11. Misuse of the internet, including viewing pornographic materials in a public location or on a university computer or network.

5.2.5.12. Using the Marshall University telephone system in an improper manner.

~~5.2.5.12~~5.2.5.13. Other violations of this standard not listed.

~~5.2.5.14.~~ Complicity with others in violation of Standard 5.
~~5.2.5.13.~~

Commented [JR31]: Banning secret recording or tracking via apps, smart devices, or software covers modern surveillance behaviors and aligns with education privacy/security guidance about AI-driven digital deception.

Commented [CB32]: Replaces last sentence in 5.2.5

Commented [BC33]: Clarifies referenced standard.

5.2.6. ~~Standard 6:~~ Marshall University students and student groups uphold—the mission of the University by being responsible citizens. Marshall—
University students and student groups comply with the policies, ~~procedures,~~
and programs of the University, and obey all Federal, State, ~~and local laws.~~
~~Violations of this standard include but are not limited to:~~

~~5.2.6.1~~ Gambling: including but not limited to participation in chain letters, games of chance, betting pools, and unauthorized raffles or lotteries.

~~5.2.6.2~~5.2.6.1 Scalping: selling tickets to University functions for any price higher than the price shown on the ticket or higher than the original price of the ticket.

~~5.2.6.3~~5.2.6.2 Violation of or failure to follow the policies or procedures for University fundraising, sales and/or solicitation.

~~5.2.6.4~~5.2.6.3 Violation of or failure to follow the policies or procedures for demonstrations and mass gatherings.

~~5.2.6.5~~5.2.6.4 Violations of Student Center, Facilities Scheduling, and Food Services policies and procedures as approved by the Student Conduct and Welfare Committee and/or the Student Center Governing Board.

~~5.2.6.6~~5.2.6.5 Passing worthless checks or failing to promptly redeem a worthless check submitted to any unit within the University.

Commented [CB34]: 5.2.6.13 added to provide flexibility to address violations not delineated in this section, eliminating the need for "but not limited to" language.

~~5.2.6.7~~ ~~5.2.6.6~~ Violation of ~~Federal, State, local, city, county, or municipal laws or ordinances; federal, state, or local laws or ordinances.~~

Commented [BC35]: Simplifies; eliminates redundancy.

~~5.2.6.8~~ ~~5.2.6.7~~ Violation of Board of Governors Policies not covered in this Code.

~~5.2.6.9~~ ~~5.2.6.8~~ Repeated or Multiple Violations, Violations of Probation, Medical Amnesty or Mediation Agreements.

~~5.2.6.10~~ ~~5.2.6.9~~ Failure to comply with a directive, order, or request issued by a duly constituted campus student conduct official, Title IX official, or hearing body.

~~5.2.6.11~~ ~~5.2.6.10~~ Failure to report to University officials a known or suspected violation of University policies.

~~5.2.6.12~~ Failure to report a change of address to the Registrar.

~~5.2.6.13~~ ~~Other violations of this standard not listed.~~

Commented [CB36]: Replaces last sentence in 5.2.6.

~~5.2.6.13~~ Complicity with others in violation of Standard 6.

Commented [BC37]: Clarifies referenced standard.

5.2.7 **Standard 7:** Marshall University students and student groups uphold the mission of the University by protecting and preserving the educational environment of virtual classrooms consistent with the University's educational and academic goals. ~~Violations of this standard include, but are not limited to:~~

5.2.7.1 Antagonistic, harassing, or discriminatory language of any kind with regard to race, color, religion, sex, gender, intelligence, age, orientation, disability, socioeconomic status, or any other legally protected characteristic or activity;

5.2.7.2 Bullying and/or cyberbullying (as defined in policies 5.2.3.1 and 5.2.3.2);

5.2.7.3 Use of obscene, degrading, or profane language or content (written, verbal, pictures, drawings, audio, video or AI-generated media);

Commented [JR38]: Explicitly naming AI-generated content in virtual classes future-proofs expectations for Zoom/online courses without creating new categories of violations.

5.2.7.4 Displaying pornography, nudity, or images of nudity

5.2.7.5 Committing lewd or sexual acts

5.2.7.6 Handling or displaying weapons, including toy or facsimile weapons

5.2.7.7 Any criminal or other illegal activity encouraging the unlawful use, possession, manufacture or distribution of tobacco, drugs or alcohol;

5.2.7.8 Illegal posting, distribution, upload or download of copyrights work of any kind;

5.2.7.9 Sharing assignments, questions/answers, or any other action that would ~~violation~~ violate any expectations or rules relative to academic honesty;

Commented [CB39]: Incorrect word choice.

5.2.7.10 Posting personally identifiable information in any format other than via private message;

5.2.7.11 Indecent dress or disrobing;

5.2.7.12 Interference with the instructional audio or video; or

5.2.7.13 Use or display of illegal drugs, tobacco or tobacco products, or vaping devices.

~~5.2.7.14~~ Conduct in the virtual classroom related to the display or handling of weapons or drugs, or other conduct that raises legitimate concerns about the safety and welfare of a student.

~~5.2.7.15~~ ~~Other violations of this standard not listed.~~

Commented [CB40]: Replaces last sentence in 5.2.7

~~5.2.7.15~~5.2.7.16 Complicity with others in violation of Standard 7.

Commented [BC41]: Clarifies referenced standard.

Housing and Residence Life.

~~6.1~~ ~~6.1~~ Violations of Housing and Residence Life policies as follows:

- 6.1.1. The Department of Housing and Residence Life, in conjunction with the Office of Student Advocacy and ~~Accountability~~ Accountability, regulates the policies and procedures necessary to maintain the orderly function of campus residence halls.
- 6.1.2. By signing the "Residence Hall ~~Contract~~ Agreement and Contract," the student agrees to respect and adhere to all policies and procedures pertaining to University housing and dining services as outlined in the "Residence Hall Agreement and Contract ~~Contract~~" and "The Residence Hall Guide."
- 6.1.3. Any university students that visit residence halls on campus are required to abide by the Department of Housing and Residence Life's policies and procedures. Any university student or guest who violates policies and procedures may be subject to loss or restriction of residence hall visitation privileges as well as related financial restitution.
- 6.1.4. The Department of Housing and Residence Life's policies are specific to the operation of residence halls and will be adjudicated within the Department with violations resulting in residence ~~hall-based~~ hall-based sanctions. Provided that, residence hall incidents that involve suspected use or possession of drugs or alcohol, or any actions that could, under the Code of Student Rights and Responsibilities, result in suspension or expulsion, will be referred to the Office of Student Advocacy and Accountability for adjudication with violations resulting in University based sanctions. In addition, residence hall incidents whose violations are defined in and governed by the University Discrimination, Harassment, Sexual Harassment, Sexual & Domestic Misconduct, Stalking ~~And~~ and Retaliation Board of Governors Policy, GA-3 will be adjudicated in accordance with that policy.
- ~~6.1.5.~~ If a report of a violation also implicates any other violation(s) of the University's Code of Student Rights and Responsibilities, the Senior Director of Student Advocacy and Accountability (Senior Director) or their designee will evaluate all reported allegations to determine whether the allegation(s) and the alleged Code of Student Rights and Responsibilities violation(s) may be appropriately investigated together without unduly delaying the resolution of the violations. Where the Senior Director determines that a single investigation is appropriate, the determination of responsibility for the violation of University policy will be evaluated under the applicable policy (i.e., the Housing and Residence Life Policy or the Code of Student Rights and Responsibilities), but the investigation and resolution will be conducted in accordance with the Student Disciplinary Procedures for violation of the Code of Student Rights and Responsibilities.

6.1.5.

~~6.1.6.~~ If a report of Prohibited Conduct, as defined in and governed by the University Discrimination, Harassment, Sexual Harassment, Sexual & Domestic Misconduct, Stalking And Retaliation Board of Governors Policy, GA-3 also implicates any other violation(s) of the University's Code of Student Rights and Responsibilities and/or Housing and Residence Life's policies, the Title IX Coordinator will evaluate all reported allegations to determine whether the alleged Prohibited Conduct and the alleged Code of Student Rights and Responsibilities violation(s) and/or Housing and Residence Life's policies may be appropriately investigated together without unduly delaying the resolution of the report of Prohibited Conduct. Where the Title IX Coordinator determines that a single investigation is appropriate, the determination of responsibility for the violation of University policy will be evaluated under the applicable policy (i.e., the Policy or the Code of Student Rights and Responsibilities and/or Housing and Residence Life's policies), but the investigation and resolution will be conducted in accordance with Appendix B of the Student Disciplinary Procedures.

~~6.1.6.~~

~~6.1.7.~~ In circumstances where other departments adjudicate violations involving the residence halls, the Department of Housing and Residence Life will be notified of the final outcome of those disciplinary actions.

~~6.1.7.~~

6.1.8. Policies and procedures specific to the operation of campus residence halls are more particularly defined in "The Residence Hall Guide."

Sanctions.

~~7.1.~~ Sanctions

The purpose of a sanction, in addition to protecting others, is primarily to educate an individual by increasing their awareness of the importance of responsibility to the University community for one's actions.

7.1.1. The imposition of sanctions and the associated disciplinary procedures are set forth in the Administrative Procedures associated with this Policy.

7.1.2. A student may be temporarily suspended pending final action on the charges when the student's continued presence on campus would constitute a potential for serious harm to themselves or to the safety of other members of the University community.

~~7.1.3.~~ Sanctions in disciplinary action - The following sanctions may be imposed upon students as a result of disciplinary actions by the University:

~~7.1.3.~~

~~7.1.4.~~ 7.1.4. Non-Reportable. The following formal sanctions are not recorded on the academic transcript or released to others without a legitimate educational interest.

7.1.4.1. Formal Warning. A Formal Warning is an official communication that a student's behavior is inappropriate for a member of the

academic community. A Formal Warning is maintained in the student's disciplinary file until the student graduates and would serve as a basis for further sanctioning should subsequent violations occur. A Formal Warning will not appear on the academic transcript.

7.1.4.2. Conduct Probation. Conduct Probation is a strong communication that a student is no longer in good disciplinary standing with the academic community. Any subsequent violations of the Code of Student Rights and Responsibilities will be evaluated in the context of the student's probationary status. The Office of Student Advocacy and Accountability will notify the dean of the student's college and a Social Obligation Hold will be placed on the student's record. The Social Obligation Hold will remain on the student's record until the obligation is fulfilled. The record of Conduct Probation is maintained in the **Student Accountability** office for seven years. **University** Probation may include one or more of the following:

7.1.4.2.1 Loss of Participation: The student may not represent the University in any extracurricular activities such as, but not limited to, intercollegiate athletics, debate teams, University Theater, band, or other similar activities however, the student may participate in informal activities of a recreational nature sponsored by the University.

7.1.4.2.2 Self-Improvement: A program of self-development will be planned in conjunction with a faculty or staff person assigned to assist in a counseling/guidance capacity. Numerous resources may be used to assist the student in identifying and clarifying experiences, goals, educational and career choices, and other personal objectives.

7.1.4.2.3 Surrender of Student Activity Privileges: A student required under this section to relinquish Student Activity privileges may not participate in, or attend, events that provide a discount or privilege for students through payment of their tuition and fees. Exceptions may be granted by the Office of Student Advocacy and Accountability in those instances where attendance at such events is required by academic courses or programs.

7.1.4.2.4 Loss of Privilege of Participation in Advanced Registration: The student will relinquish their advanced registration privileges during their sanction obligation. During this time, the student will register by filling out a scheduled adjustment form instead of the online process. Exceptions may be granted by the Office of Student Advocacy and Accountability.

7.1.5 Reportable. The following formal sanctions are recorded on the academic transcript.

- 7.1.5.1 Probationary Suspension. Suspension is withheld pending careful evaluation of a student's behavior during a probationary period, not to exceed one year. If the student is involved in any further offense, or if otherwise warranted, this suspension of disciplinary action may be revoked by the Vice President of Student Affairs or their designee and the full sanction of suspension enforced subject to appeal to the Hearing Board. While a student is on Probationary Suspension, any of the conditions under probation may be imposed.
- 7.1.5.2 Suspension. Suspension shall be imposed upon a student when it is determined by the Senior Director of Student Advocacy and Accountability or the Student Conduct Hearing Board/Title IX Review Panel that the student's relationship with the university must be suspended from the university for a definite period of time. A suspended student may apply for re-admission to the University through the Office of Student Advocacy and Accountability and the Office of Admissions at the end of the suspension period specified by the conduct action. Suspension records are maintained indefinitely. Any suspension imposed shall be recorded on the student's transcript during the suspension period and until the student matriculates for the following academic term. Should a student remain out of the university during an academic term following a suspension, they must apply for readmission as would a student who had withdrawn from the university. The Office of Student Advocacy and Accountability may deny re-admission in those instances where the suspended student fails to demonstrate a positive change in behavior which indicates that the suspended student is prepared to again become a responsible member of the University community. Numerous resources may be used to assist the student in identifying and clarifying experiences, goals, educational and career choices, and other personal objectives. At the end of a suspension period, the student is placed on **University** Probation until graduation, unless mitigating circumstances warrant a different sanction.
- 7.1.5.3 Expulsion. Expulsion shall be imposed upon a student when the Senior Director or the Student Conduct Hearing Board/Title IX Review Panel determines that the student's relationship with the University must be terminated. This sanction includes termination of all student status, including any remaining right and/or privilege to receive any benefits, recognition or certification. When Expulsion is imposed upon a student, they may petition the Vice President of Student Affairs or their designee for readmission to the University after the specified time. A copy of the notice will be forwarded to the Dean of the Student's College and to the Registrar for a notation on the transcript. Expulsion records are maintained indefinitely. Expulsion shall be noted on the student's transcript until such time as the student is readmitted to the University or successfully petitions for the removal of the notation. Permission for readmission by the

Vice President of Student Affairs or their designee does not abrogate the right of any dean or director to deny readmission on the basis of scholarship. At such time as a student is readmitted to the University, the student is placed on **University** Probation until graduation, unless mitigating circumstances warrant a different sanction. During the expulsion, the person is barred from coming onto or using University property and facilities. The action will appear on the student's official transcript until such time as an appeal is made to and granted by the Vice President of Student Affairs or their designee to terminate the expulsion.

7.1.5.4 Deferred Suspension. In rare cases, the Student Conduct Hearing Board may determine that a certain sanction is the appropriate formal sanction, but strong mitigating circumstances warrant holding the formal sanction in abeyance. The student may continue enrollment under restrictions and conditions. Formal sanctions may only be held in abeyance by the Student Conduct Hearing Board or the Vice President of Student Affairs or their designee. A student found to have violated the conditions or restrictions of a formal sanction held in abeyance will minimally have the formal sanction imposed. A copy of the notice will be forwarded to the Dean of the Student's College and to the Registrar for a notation on the transcript. The notation remains until either the end of the formal sanction held in abeyance period or graduation unless a petition for early removal is approved. Formal sanctions held in abeyance shall be terminated automatically upon graduation. This is a suspension which becomes effective at a specified future date. It is normally used near the end of a semester to avoid the financial penalty of immediate suspension. During this period of deferred suspension, probationary status as described in Probationary Suspension above will exist.

7.1.6 Other Conditions or Restrictions

7.1.6.1 Deferral of the degree. The Student Conduct Hearing Board/Title IX Review Panel, or the Vice President of Student Affairs or their designee may withhold the conferral of the degree until the disciplinary process has been resolved.

7.1.6.2 Withholding of the degree. In cases in which a student has not been awarded the degree but has completed all requirements for the degree, the Student Conduct Hearing Board/Title IX Review Panel or the Vice President of Student Affairs or their designee may direct that the degree be withheld for a period not to exceed one year from the date the condition or restriction is imposed.

7.1.6.3 A degree awarded by the institution may be revoked for fraud, misrepresentation, or other violation of the university standards in obtaining a degree by Student Conduct Hearing Board/Title IX Review Panel or the Vice President of Student Affairs or their designee.

7.1.6.4 The Vice President of Student Affairs or their designee/Title IX Review Panel may authorize any other sanctions they deem to be just and appropriate.

~~7.1.7~~ ~~7.1.7~~ Consequences of Inappropriate Online Conduct: Conduct that is unacceptable and disruptive in the regular classroom is typically unacceptable in the virtual classroom.

~~Students must be aware that conduct that is unacceptable and disruptive in the regular classroom is, typically, unacceptable in the virtual classroom.~~

~~7.1.7.1~~ Student conduct violations that occur in the virtual classroom may be subject to progressive discipline which, depending on the seriousness of the conduct at issue, will include an initial verbal warning and consultation with the student prior to any formal disciplinary action.

~~7.1.7.1~~

~~7.1.7.1 Student conduct violations that occur in the virtual classroom may be subject to progressive discipline which, depending on the seriousness of the conduct at issue, will include an initial verbal warning and consultation with the student prior to any formal disciplinary action.~~

~~7.1.7.2~~ ~~Students must be aware that conduct that is unacceptable and disruptive in the regular classroom is, typically, unacceptable in the virtual classroom.~~ The seriousness of the conduct at issue will dictate the actions of administrators and the nature of the penalty ultimately imposed. A student may be subject to a severe penalty, even for a first offense, depending on the seriousness of the conduct at issue.

7.1.7.3 Some factors that will be taken into account in determining the penalty to be imposed, if any, for conduct that occurs in the virtual classroom will include: 1) whether the conduct disrupted learning in the virtual classroom; 2) whether the conduct was violent or threatening in any way; 3) whether the conduct was illegal; 4) whether the conduct interfered with the rights of educators and/or students to work and learn in a safe and orderly environment free from inappropriate images, messages, language or behavior; 5) whether the student has committed prohibited conduct in the past; or 6) whether the student has received prior warnings or discipline for similar conduct.

7.1.7.4 If students are found in violation of virtual classroom standards, they will be assigned one or more sanctions. Sanctions may be punitive in nature, but whenever possible, they are intended to create an educational outcome.

7.1.7.5 Possible sanctions are the following: 1) a fine, which is a requirement to pay a financial penalty for their violation and payable in cash or check payable to "Marshall University" and delivered to the Office of Student Advocacy and Accountability; 2) a warning for violation; 3) community restitution, which is a task that benefits the individual, campus, or community (such as a service-related activity) is assigned

_____ to the student; 4) educational project or paper, which is a requirement
_____ to write an essay or a paper on a given topic, or to complete a project
_____ of benefit to his or her community, such as creating educational flyers
_____ or bulletin boards, or organizing an educational program; or 5) _____
_____ assessment, which is a requirement to complete a behavioral _____
_____ assessment, and to discuss it with an appropriate University official.

7.2 **Disciplinary Action; Proceedings.**

- 7.2.1 Application to students -Any person who is a student as defined in these policies, rules and regulations shall be subject to disciplinary action by the University if that person is involved in any of the actions or conduct prohibited by these policies, rules and regulations, notwithstanding the fact that at the time the student is also an employee of Marshall University. In taking disciplinary action against a student, as defined herein, the University may act to remove any status of such a person or to revoke or remove any right or privilege of such person as a student, or to withhold, remove, or cancel any benefit, recognition or certification, including the rescinding of admission or the conferring of a degree, which such a person might yet not have received from the University.
- 7.2.2 A sanction of suspension or expulsion imposed by a college or university under the jurisdiction of the West Virginia state higher education system shall also be effective at Marshall University. A student who is expelled from one (1) institution in the West Virginia state higher education system may not be considered for admission to Marshall University until one (1) year has elapsed after the student has been expelled.
- 7.2.3 When a sanction is scheduled for a particular semester and the time lapse during an appeal process makes enforcement in the designated semester impossible, then the sanction shall be applied to the semester in progress at the time of completion of the appeal. In the event that sanction cannot be implemented during that semester, then it shall be applied during the next regular semester, except that if the student has completed the course of study during the pendency of the appeal, the sanctions, where possible, shall be carried out retroactively to affect the grades and records of that student during the semester designated in the original sanction. In any event, the accused student may not be graduated during the process of appeal.
- 7.2.4 The requirements for disciplinary action are found in the Administrative Procedures associated with this Policy.

8.1 **Amnesty**

- 8.1.1 ~~Amnesty relating to sexual misconduct. To encourage reporting of alleged violations of sexual misconduct and to support candid communication of information, students participating in the grievance process (Complainants, Respondents, and Witnesses) will not be charged with alcohol or drug-related violations if they engaged in unlawful or prohibited personal use of alcohol or drugs during the incident when the alleged violation occurred. Amnesty applies only to the personal use of alcohol or drugs during the incident in question and~~

~~does not extend to other potential violations. Amnesty does not apply to the Respondent if drugs or alcohol were allegedly used to facilitate a violation of this policy.~~

~~8.1.2~~ 8.1.1 Amnesty relating to alcohol and other drugs. Any student who, in good faith and in a timely manner, seeks emergency medical assistance for a person who reasonably appears to be experiencing an overdose from alcohol or drugs may not be held responsible for a violation of prohibited alcohol or drug related conduct only, as defined in the Code, if the student does all the following:

- i) Remains with the person who reasonably appears to be in need of emergency medical assistance due to an overdose until such assistance is provided;
- ii) Identifies themselves, if requested by emergency medical assistance personnel, law enforcement officers, or University officials;
- iii) Cooperates with and provides any relevant information requested by emergency medical assistance personnel, law-enforcement officers, or University officials needed to treat the person reasonably believed to be experiencing an overdose; and
- iv) If the person who reasonably appears to be experiencing an overdose from alcohol or drugs is also a student, they will not be held responsible for a violation of prohibited alcohol or drug related conduct, as defined in this Code, but may be required to complete additional conditions imposed by the Senior Director to receive amnesty.

Medical Amnesty only applies to the Marshall University Code of Student Rights and Responsibilities policies. This policy does not prohibit or preclude law enforcement agencies from enforcing any applicable laws including the filing of criminal charges against the student(s) involved.

8.1.2 ~~Amnesty relating to sexual misconduct. To encourage reporting of alleged violations of sexual misconduct and to support candid communication of information, students participating in the grievance process (Complainants, Respondents, and Witnesses) will not be charged with alcohol or drug-related violations if they engaged in unlawful or prohibited personal use of alcohol or drugs during the incident when the alleged violation occurred. Amnesty applies only to the personal use of alcohol or drugs during the incident in question and does not extend to other potential violations. Amnesty does not apply to the Respondent if drugs or alcohol were allegedly used to facilitate a violation of this policy.~~

Commented [CB42]: Switched code order as primary policy is conduct.

PROVOST REPORT

AUGUST 2026





A Message from Academic Affairs

Greetings!

A new academic year brings renewed energy, fresh opportunities, and a shared commitment to student success and academic excellence. Across Marshall, our faculty, staff, and students continue to innovate, collaborate, and make an impact. Here are a few highlights reflecting the innovation, collaboration, and impact happening across our colleges, schools, and academic programs.

COLLEGE OF ARTS AND MEDIA

- Celebrated America's 250th anniversary through "One Vote!," an original musical featuring Marshall School of Theatre & Dance students, faculty and alumni in collaboration with regional partners.

COLLEGE OF ENGINEERING AND COMPUTER SCIENCES

- Achieved a top 13% national finish as Marshall cybersecurity students, guided by Dr. Paulus Wahjudi, placed 65th out of more than 500 teams in the Spring 2026 National Cyber League competition.

COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT

- Launched the Marshall University Early Learning Collaborative, uniting the Child Development Academy and June Harless Center to strengthen early childhood education, educator preparation and community impact across West Virginia.

COLLEGE OF HEALTH PROFESSIONS

- Graduated 407 students across 27 health professions programs, including 90 graduate and professional degree recipients, strengthening the healthcare workforce with nearly 55% of graduates identifying as first-generation college students.

COLLEGE OF LIBERAL ARTS

- Partnered with West Virginia University to launch an archaeology field school at Jackson's Mill, providing students hands-on research experience while uncovering Indigenous, early settler and African American histories at the historic site.

COLLEGE OF SCIENCE

- Launched the WV STEM Alliance, led by Dr. Rosalynn Quinones, to expand STEM pathways for Appalachian students through increased awareness, collaboration, and career exploration opportunities.

DIVISION OF AVIATION

- Launched AIRWV, a statewide K-12 aviation pathway in partnership with the West Virginia Department of Education, creating new opportunities for students to explore aviation careers and pathways into Marshall Aviation, Engineering and Business programs.

LEWIS COLLEGE OF BUSINESS

- Expanded global learning opportunities as 16 students participated in an international management experience in Tokyo, Japan, and Seoul, South Korea, gaining firsthand insight into global business practices and preparing for success in an interconnected marketplace.

SCHOOL OF PHARMACY

- Secured a \$25,000 NASA West Virginia Space Grant Consortium research award to study how deep-space stressors impact immune cell metabolism, advancing biomedical research with national implications.

UNIVERSITY LIBRARIES

- Celebrated Assistant Professor and Research and Instruction Services Librarian Dr. Diane Palmieri for her induction into the Society for Collegiate Leadership & Achievement (SCLA) Honor Society, recognizing excellence in leadership, scholarship, and service.

In addition to updates from our academic units, you'll find stories showcasing the many student support services and programs that help our students thrive.

CENTER FOR STUDENT SUCCESS

- Improved student outcomes through Supplemental Instruction, with participating students earning 0.92 points higher course grades on average in historically challenging courses.

DIVISION OF STUDENT AFFAIRS

- Reimagined New Student Orientation with an interactive model focused on student engagement, relationships, and early connections to campus resources to strengthen transition, retention, and long-term student success.

ONLINE EDUCATION

- Expanded workforce-focused learning opportunities through SkillBridges, connecting online students with in-demand career skills, industry data and applied learning experiences.

On behalf of Academic Affairs, we invite you to celebrate the people who make Marshall exceptional — our faculty, staff, students, and alumni whose achievements inspire and impact our world.



Diane Petrella, D.M.A.
Sr. Vice President for Academic Affairs
& Provost



Karen McComas, Ed.D.
Assoc. Vice President for Academic Affairs
& Associate Provost

CONTENTS

COLLEGE OF ARTS AND MEDIA (Dean: Dr. Maria Gindhart) 6

 Program Highlights.....6

 Faculty & Staff Achievements.....6

 Student & Alumni Achievements7

 Community Engagement7

COLLEGE OF ENGINEERING AND COMPUTER SCIENCE (Dean: Dr. David Dampier) 8

 Program Highlights.....8

 Faculty & Staff Achievements.....8

 Student & Alumni Achievements9

COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT (Dean: Dr. Kelly Bradley) 10

 Program Highlights.....10

 Faculty & Staff Achievements.....10

 Student & Alumni Achievements11

 Community Engagement11

COLLEGE OF HEALTH PROFESSIONS (Interim Dean: Dr. D. Scott Davis) 12

 Program Highlights.....12

 Faculty & Staff Achievements.....12

 Student & Alumni Achievements13

 Community Engagement13

COLLEGE OF LIBERAL ARTS (Dean: Dr. Christopher Morrow)..... 14

 Program Highlights.....14

 Faculty & Staff Achievements.....14

 Student & Alumni Achievements14

 Community Engagement15

COLLEGE OF SCIENCE (Dean: Dr. Wesley Stites) 16

 Program Highlights.....16

 Faculty & Staff Achievements.....16

 Student & Alumni Achievements17

 Community Engagement17

DIVISION OF AVIATION (Chief Aviation Officer: Mr. Bill Noe)..... 18

 Program Highlights.....18

LEWIS COLLEGE OF BUSINESS (Dean: Dr. Rohan Christie-David) 19

 Program Highlights.....19

 Faculty & Staff Achievements.....19

Student & Alumni Achievements	20
Community Engagement	20
SCHOOL OF PHARMACY (Dean: Dr. Eric Blough).....	21
Program Highlights.....	21
Faculty & Staff Achievements.....	21
Student & Alumni Achievements	21
Community Engagement	21
UNIVERSITY LIBRARIES (Dean: Dr. Monica Brooks).....	22
Program Highlights.....	22
CENTER FOR STUDENT SUCCESS (Director: Dr. Kateryna Schray).....	23
Program Highlights.....	23
Student Achievements	23
DIVISION OF STUDENT AFFAIRS (Vice President: Dr. Marcie Simms)	24
Program Highlights.....	24
Staff Achievements.....	25
ONLINE EDUCATION (Director: Dr. Julia Spears)	26
Program Highlights.....	26
Staff Achievements.....	26
Collaborations & Partnerships.....	27
Community Engagement	27

COLLEGE OF ARTS AND MEDIA (DEAN: DR. MARIA GINDHART)

PROGRAM HIGHLIGHTS

- Students, faculty and alumni from Marshall University’s School of Theatre & Dance teamed up with Marietta College and the Northwest Territory Museum Society to be a part of “One Vote!” — an original musical production performed July 17-26 in celebration of the United States’ 250th anniversary. The production was performed at the Hermann Fine Arts Center at Marietta College in Marietta, Ohio. It tells the story of the New England settlers who founded Marietta, Ohio, where the Muskingum River meets the Ohio River, and how the decisions and events of 1786–1820 helped shape the future of the United States. The musical was written by award-winning singer-songwriters Larry Groce of Mountain Stage and Todd Burge and was directed by John “Jack” Colclough, director of Marshall’s School of Theatre & Dance.

FACULTY & STAFF ACHIEVEMENTS

Dean’s Office

- Dr. Maria Gindhart, Dean of the College of Arts and Media, published two book chapters.
 - “Coloniale Moderne: Jewellery and the 1931 Exposition coloniale internationale in Paris” in *The Paris Universal Expositions: (Re-)Productions of Art and Fashion* (Passages online No. 22)
 - “La France des Cinq Parties du Monde: Representing Continents and Racial Types at the 1931 Exposition Coloniale Internationale in Paris” in *Controversial Monuments: Personifying the Continents between the 18th and 21st Centuries* (Brill).
- Dr. Vicki Stroehler, Associate Dean, published a chapter, “Elizabeth Maconchy and European Modernism” in the book *Elizabeth Maconchy in Context* (Cambridge University Press). Dr. Stroehler was also commissioned to edit *Cambridge History of Opera in Great Britain and Ireland* (Cambridge University Press).

School of Art & Design

- Matt Smith exhibited work in “Crafted in the Valley: Contemporary Voices in Appalachia,” at the Sweetwater Art Center, April 9-May 22, 2026. He is also exhibiting sculptures in “Shaping Space” at the Hoyt Gallery in New Castle, PA, July 28-September 30, 2026.
- Miyuki Akai-Cook taught art courses as faculty for the Kentucky Institute of International Studies Summer 2026 Japan program, May-June 2026. She also exhibited 2D fiber works in the SOAD exhibition “Legend Has It” at the Charles W. & Norma C. Carroll Gallery June 15-July 24, 2026.

School of Journalism & Mass Communication

- Dan Hollis taught at West Virginia Governor’s Honors Academy in Morgantown, WV, July 11-25, 2026.

School of Music

- Dr. Martin Saunders participated in the William Adam International Trumpet Festival in Carbondale, IL, July 9-12, 2026, including as a panelist for “Playing Trumpet in the Military.”

School of Theatre & Dance

- Logan Reagan served as an instructor for ReStage Appalachia, May-June, July-August 2026. He also presented as a panel member at Catalyze Marshall University, April 20, 2026.

STUDENT & ALUMNI ACHIEVEMENTS

- Addyson Aftanas, BFA Studio Art Alumna, was awarded a Teaching Fellowship at Chautauqua School for the Arts Summer Arts Residency, June-August 2026.
- Dawn Kusher, BFA Photography Alumna, completed her MFA in Photography at Arizona State University and was awarded a summer research grant.
- Evie Nichols, BFA Studio Art, was awarded a John Marshall Creative Discovery Award for Summer 2026 for her project titled "Between Frames: Experimental Video and Animation as Creative Research."
- Katie Fisher, Tiersa Davis, Elsa Meade, Claudia Villa, and Marissa Mynes (BFA Studio Art) were selected to attend summer residencies at Arrowmont School of Craft, Gatlinburg, TN; Penland School of Craft, Bakersville, NC; Anderson Ranch, Aspen, CO, and The River House, Capon, WV. May-July 2026.
- Lakota Jones, BFA Studio Art, was awarded a John Marshall Creative Discovery Award for Summer 2026 for her project titled "The Next Room Over."
- Ethan Lyvers, Nolan Miller, Thaddeus Stambaugh, Joshua David Bonyak, Josiah Baker, Dan Porterfield, Rachelle Snyder, Mike Murdock, and Bailey Dore (Marshall alumni or current Marshall students) were in the company of ONEVOTE! The Musical, July 17-26, 2026, at Marietta College, OH.

COMMUNITY ENGAGEMENT

- A Capstone Film Screening for New SOAD Student Films was held May 7, 2026, at the Foundry Theatre in Huntington.
- The exhibition "Woooooosh II," New Media works by SOAD students, was on display May 1-June 25, 2026, at the Carroll Gallery.
- "Legend Has It," a quilt exhibition celebrating America's 250th, was on display June 15-24, 2026, at the Carroll Gallery.
- Brian Michael Reed's exhibition, "Elemental Trance," was on display May 18-June 19, 2026, at the Birke Art Gallery.
- The exhibition Tethered Systems, works by Mike Bowen and Allison Broome, was on display June 29-July 31, 2026, at the Birke Art Gallery.

COLLEGE OF ENGINEERING AND COMPUTER SCIENCE (DEAN: DR. DAVID DAMPIER)

PROGRAM HIGHLIGHTS

- A team of Marshall University cybersecurity students placed 65th out of more than 500 teams in the Spring 2026 National Cyber League (NCL) competition, continuing the university's strong showing in national cybersecurity events. The team, guided by Dr. Paulus Wahjudi, professor of computer science, competed against students from colleges and universities across the country in challenges designed to test skills commonly required in today's cybersecurity workforce. Each year, more than 10,000 students from high schools, colleges and universities participate in the NCL competition. Student Thomas Neal earned the highest individual ranking among Marshall participants, placing 187th out of 7,006 competitors nationwide. Students Kendra Adkins, Brandon Anderson, Colton Gebhard, Bethany Ledford, William Matusic, Ethan Scott, and Connor Stonestreet participated in the team challenge.

FACULTY & STAFF ACHIEVEMENTS

- Dr. Pingping Zhu co-authored the paper, "Risk-Aware and Scalable Hierarchical Motion Planning for Large-Scale Robotic Swarms via CVaR-Constrained MPC," in the journal *IEEE Transactions on Automation Science and Engineering*. The paper was also recognized with the Best New Application Paper Award by IEEE. Dr. Zhu is an associate professor of Biomedical and Electrical Engineering.
- Dr. Dave Dampier co-authored the article, "Modeling Data Breach Severity in the American Healthcare System: An Explainable AI Framework for Identifying Key Risk Factors," in *eService*. Dr. Dampier serves as the Dean of the College of Engineering and Computer Sciences.
- Dr. Prabir Patra co-authored the article, "Click-Engineered Carbon Dots Remodel the Inflammatory Microenvironment to Accelerate Healing of Infected Diabetic Wounds," published in *ACS Applied Nano Materials*. Dr. Patra holds the Jerry Gilbert Chair of Biomedical Engineering and currently serves as Chair of the Department of Biomedical and Electrical Engineering.
- Dr. Shan Liu co-authored and co-presented the paper, "Data-driven External Labeling for Interactive Scenes," at the 2026 IEEE International Conference on Electro/Information Technology (EIT) in La Crosse, Wisconsin, May 22, 2026. Dr. Liu is an assistant professor of Electrical and Computer Engineering.
- Dr. Greg Michaelson co-authored and co-presented the paper, "Predicting Capacity and Deterioration in Corroded Steel Bridge Girders," at the 20th Structural Faults + Repair and European Bridge Conference at The Royal Society of Edinburgh, June 9-11, 2026, in Edinburgh, Scotland. Dr. Michaelson is Associate Dean and Professor of Civil Engineering in the College of Engineering and Computer Sciences.
- Drs. Sudipta Chowdhury and Prabir Patra co-authored the article "Technological Singularity in Biomedical Science and Engineering," published in *Cellular and Molecular Bioengineering* (June 2026). Dr. Chowdhury is an assistant professor of Mechanical and Industrial Engineering. Dr. Patra is Professor and Chair of the Biomedical Engineering Department.
- Drs. Isaac W. Wait, Yousef Sardahi, Asad Salem, and Gang Chen co-authored the paper, "A Nonlinear Approach to the Delamination Characterization of Solid Structures Using Impact Response—Part I," published in *Vibration* (2026). Dr. Wait is Professor and Chair of the Department of Civil Engineering. Dr. Sardahi is an associate professor of Mechanical and Industrial Engineering. Dr. Salem is a Professor of Mechanical and Industrial Engineering and Director of the Battery Research Institute at Marshall

University. Dr. Chen is a Professor of Mechanical and Industrial Engineering. Undergraduate students Kirk McCormick, Killian Blake, Tanner Samples, and Luke Lanham in the Mechanical and Industrial Engineering Department contributed to this paper.

STUDENT & ALUMNI ACHIEVEMENTS

- Shahid Ali and Hwapyeong Song, Ph.D. students in the Department of Computer Sciences, co-authored with Drs. Ammar Alzarrad and Husnu Narman the article "BuildSafe: A Generative AI Framework for Joint Construction Safety, Permit, and Community-Impact Reasoning from Linked NYC DOB-OSHA-311 Data," in the journal *Frontiers in Built Environment* (2026). Dr. Alzarrad is an associate professor of Civil Engineering and serves as Associate Dean for Research in the College. Dr. Narman is an associate professor of Computer Science.
- Shahid Ali also co-authored with Drs. Ammar Alzarrad, Sudipta Chowdhury, and Husnu Narman the article, "Benchmarking YOLOv8-YOLOv12 models for image-space near-miss detection in construction safety," in the journal *Frontiers in Built Environment* (2026). Dr. Chowdhury is an assistant professor of Mechanical and Industrial Engineering.

COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT (DEAN: DR. KELLY BRADLEY)

PROGRAM HIGHLIGHTS

- The Marshall University Early Learning Collaborative has been established as a strategic partnership between the Child Development Academy and the June Harless Center, two centers within the College of Education and Professional Development. Together, the centers bring decades of expertise in child development, educator preparation, family engagement, and innovative early learning practices to strengthen services for children, families, educators, and communities across West Virginia.
- Marshall University and the COEPD are partnering with Dr. Kathy D’Antoni and Empowerment Schools to establish a Marshall Empowerment School in Wayne County, expanding innovative educator preparation and school improvement partnerships.
- Through a partnership grant with the West Virginia Department of Education, the June Harless Center expanded statewide support for Early Childhood Classroom Assistant Teachers (ECCAT) by adding two new professional staff members.
- The Marshall University Early Education STEAM Center continues providing innovative summer programming for children ages 2–6 through Wilderness Wednesdays and Forest School Fridays, integrating outdoor exploration with hands-on STEM learning.
- The HELP Program signed a revised agreement with the Marshall University School of Medicine to partner with two learning specialists using the Medical HELP curriculum. The program collaborated with the West Virginia Autism Training Center to establish a shared clinical psychologist position. It expanded services for students who are blind or have low vision through Teubert Foundation funding. The Help Program also strengthened collaboration with Marshall Athletics to support student-athletes with diagnosed or suspected ADHD, learning disabilities, and visual impairments.
- The Child Development Academy continues operating at full enrollment with a waitlist of 93 children, reflecting continued demand for high-quality early childhood education.

FACULTY & STAFF ACHIEVEMENTS

- Dr. Huanshu Yuan, Curriculum and Instruction, published “Creating supportive community for minority students in higher education: Critical review on current issues and opportunities for change” in the *Journal of Higher Education and Learning*. Dr. Yuan presented research at AERA, CIES, and NABE, and was appointed to the editorial boards of the *Journal of First-generation Student Success* and the *Journal of Student Affairs Research and Practice*.
- Dr. Sean Ridge, Counseling, was appointed as Assistant Editor of the *Journal of Appalachian Studies*.
- Dr. Debbie Lockwood, Special Education, was nominated for the West Virginia Award for Excellence in Academic Advising.
- Dr. Kandice Rowe, SCOPES Office, co-presented “Preparing a ‘Herd’ of Teachers for West Virginia’s Future: Removing Barriers and Building Pathways” at the 97th Annual NASDTEC Conference, highlighting work from the *To, Through and Beyond Grant*.
- Dr. Jill Minor, Counseling, presented two sessions at the Association for Humanistic Counseling Conference on shared reading as a strategy for team dialogue and supporting anxious counselor trainees.

- Dr. Michael Huesmann, Special Education, presented research focused on supporting college students with intellectual disabilities at the Inclusive Postsecondary Research Symposium and Marshall's Inquiring Pedagogies Conference.
- Dr. Kelly Bradley co-authored the Springer book chapter, "Predicting Compound Risk in AI Incidents: A Cross-Sector Classification Approach with Education as a Critical Case," published in *Artificial Intelligence Applications and Innovations: Proceedings of the 22nd IFIP WG 12.5 International Conference (AIAI 2026)*.

STUDENT & ALUMNI ACHIEVEMENTS

- Leadership Studies doctoral student Chris Cobian received the Summer 2026 Graduate Student Creative Discovery and Research Award for dissertation research on student satisfaction in HyFlex and asynchronous online health science courses, under the mentorship of Dr. Tammy Johnson.
- HELP graduate Connor Smith accepted a teaching position at Trident Academy in Mount Pleasant, South Carolina.
- The HELP Program graduated 17 students and achieved a 3.21 spring semester GPA, maintained a 96% employment or continuing education rate for recent graduates, welcomed 17 students to its Summer Prep Program, and accepted 31 new students for Fall 2026.
- Eight HELP students secured competitive summer internships with organizations including Brown Foods, Calgon Carbon, TC Energy, AEP, the Wright-Dunbar Interpretive Center, the Boy Scouts of America, Raytheon, and KATSI.
- The West Virginia Autism Training Center hosted its annual High School Summer Transition Program, supporting 16 students from multiple states in building academic, social, and independent living skills on Marshall's campus.

COMMUNITY ENGAGEMENT

- On August 8, the June Harless Center will host the Dolly Dash 5K at Ritter Park to benefit West Virginia's Dolly Parton Imagination Library, which provides free books each month to more than 50,000 children across the state.
- The June Harless Center hosted Young Writers Camp, *Nothing Without Joy: STEAM Summer*, KidsFest Cardboard Boat Regatta, and the Shewey Science Academy, serving students from across the Tri-State region and southern West Virginia.
- Dr. Michael Huesmann served as a behavior consultant for the Healthy Herd Youth Camp
- Toni Ferguson served as Event Secretary for the Military and Veterans Appreciation Picnic held at Harris Riverfront Park.

COLLEGE OF HEALTH PROFESSIONS (INTERIM DEAN: DR. D. SCOTT DAVIS)

PROGRAM HIGHLIGHTS

- The COHP graduated 407 students across 27 degree programs in May, including 90 graduate and professional degree recipients. Of those graduates, 54.8% were first-generation college students.
- The St. Mary's Medical Imaging program submitted its Midpoint Accreditation Self-Study to the Joint Review Committee on Education in Radiologic Technology (JRCERT), which was accepted with no issues identified.
- Herd Horizons, a new initiative developed by Nikki Dudley, launched this summer to provide young adults with intellectual and developmental disabilities with an immersive two-day college experience focused on campus life, independence, self-advocacy, communication, and post-secondary readiness through hands-on activities.

FACULTY & STAFF ACHIEVEMENTS

Communication Disorders

- Sarah Clemens developed a new AI in Speech-Language Pathology course in collaboration with the WVDOE, preparing future clinicians to ethically integrate AI into clinical practice.
- Ernay Adams represented MU at the Parkinson Voice Project Conference, advancing evidence-based treatments for individuals with Parkinson's disease.
- Heather Murray received the John Marshall Service Award, recognizing MU employees who demonstrate exceptional service, leadership, and commitment to the university.

Social Work

- Shikeal Harris was appointed the MSW Program Director effective July 1, 2026. Mr. Harris also presented "Beyond ACEs: A Trauma-Informed and Healing-Centered Practice" at the 2026 NASW-WV State Conference.
- Dr. Jim Harris presented "Digital Dopamine: Exploring the Impact of Technology on the Mental Health of Young People" for Mission WV and delivered the keynote address at the Mental Health Fair hosted by WV Northern Community College.
- Dr. Bethany Felinton completed her Doctor of Social Work degree and will begin a tenure-track faculty appointment in August.

School of Health and Movement Sciences

- Dr. Suzanne Konz was named a 2026 Most Distinguished Athletic Trainer by the National Athletic Trainers' Association.
- Dr. Robert Powell presented "If Exercise is Medicine, Then We Must Dose It Safely and Effectively for Sustained Benefits" at the Association of Diabetes Care and Education Specialists Regional Meeting on May 1 in Oglebay, WV.
- Dr. C. Scotty Davis published "Maternal Gonadotropin-Releasing Hormone Agonist Treatment and Discontinuation: Impacts on Male and Female Offspring Voluntary Wheel Running" in the *Journal of Physical Activity Research*.
- Drs. Mark Timmons and Gary McIlvain presented "Ultrasound Imaging Can Be Used to Assess Athletic Training Students' Clinical Testing Skills" at the Kentucky Athletic Trainers' Society Annual Meeting and Symposium on June 1-2, 2026.

School of Physical Therapy

- Dr. Yi-Po Chiu was appointed Interim Chairperson and Program Director on July 1.
- Dr. Sarah Peek received Board Certification as a Neurologic Clinical Specialist from the American Board of SOPT Specialists.
- Dr. Huaqing Liang, along with students Justin Grant and Yekaterina Bolgarskaya, published "Validity of Using a Smartphone-Based Markerless Motion Capture System for Quantitative Analysis of Human Dynamic Movements" in *Sports Biomechanics*.

Nursing

- Ashlee Hutchison presented a poster at the WVLTN Annual Conference in Parkersburg on "The Effect of Eat, Sleep, Console on LOS and Opioid Exposure on Infants with NAS."

STUDENT & ALUMNI ACHIEVEMENTS

- Doctor of Physical Therapy students Chase Fisher, Justin Grant, Kara Gray, Nicole Kester, Emily Lewis, Christopher Pinkerton, Dustin Rohde, and Kevin Shrewsbury were inducted into the American Council of Academic SOPT National Honor Society on May 8.
- CD students Emily Huddleston and Kaleigh Welch published "Exploring the Quality-of-Life Impact of Driving for People with Aphasia" in the *Appalachian Student Healthcare Research Review*.
- CD student Abigail Patterson participated in a therapy abroad program in Bulgaria, providing speech-language services while gaining international clinical experience.
- Social Work student Jamie O'Hare presented a research poster at the 2026 NASW-WV State Conference.

COMMUNITY ENGAGEMENT

- The SOPT partnered with the PA Program to provide free sports screenings on June 13.
- In collaboration with the Huntington Scottish Rite and Milan Puskar Foundation, the Communication Disorders department expanded free speech and language screenings in underserved communities, offering early identification and intervention for children.
- The MU Speech and Hearing Center launched a story-hour at the Huntington City Mission, providing literacy-rich language experiences for children while equipping caregivers with strategies to support communication and early literacy development.
- Dr. Robert Powell participated in Diabetes Training Teen Boot Camps, an international athletic camp for teen athletes with Type 1 diabetes, serving as Lead Exercise Physiologist and Sports Performance Coach in Denver, Colorado, and in Newark, New Jersey.

COLLEGE OF LIBERAL ARTS (DEAN: DR. CHRISTOPHER MORROW)

PROGRAM HIGHLIGHTS

- The Department of Sociology and Anthropology partnered with West Virginia University to offer a collaborative archaeology field school at Jackson's Mill, marking the first archaeological excavations at the historic site since the early 1980s. Led in part by Dr. Marion Coe, the field school provided Marshall students with hands-on archaeological training while contributing to research on the site's Indigenous, early settler, and African American histories. Students gained valuable field experience while advancing research on an important historic site.

FACULTY & STAFF ACHIEVEMENTS

- Dr. Caitlyn Trombley, assistant professor of Sociology and Graduate Director in the Department of Sociology and Anthropology, published the peer-reviewed article, "Take What You Like, and Leave the Rest: A Qualitative Examination of How the Nonreligious Navigate Recovery in Alcoholics Anonymous in the United States," in the *Journal of Religion and Health*. The research contributes to interdisciplinary scholarship at the intersection of sociology, religion, and public health.
- Dr. Trombley and graduate student Candace Smith also presented their research, "From 'Addicts' to 'People with Substance Use Disorders?' A Longitudinal Analysis of Newspaper Language in West Virginia," at the North Central Sociological Association annual conference in Pittsburgh, highlighting collaborative faculty-student research on language, stigma, and public health.
- Dr. Jeremy Barris, professor of Philosophy in the Department of Humanities, published the chapter "The Wisdom of Stan Lee's Style" in *The Philosophies of Stan Lee: Essays on a Comics Mastermind* (McFarland, 2026), demonstrating the interdisciplinary reach of humanities scholarship and its engagement with contemporary culture.
- Tammy Reynolds, Academic Program Manager for the College of Liberal Arts Student Services Center, was selected to serve as a mentor in the NACADA Emerging Leaders Program.

STUDENT & ALUMNI ACHIEVEMENTS

- Jake Manning, a second-year M.A. student in Communication Studies, presented research at the International Association for Communication and Sport conference in Dublin, Ireland. He was selected to present on the Top Panel of the Sports Communication Interest Group at the Central States Communication Association annual conference in Minneapolis. He was also accepted with full funding into the Ph.D. program in the College of Communication and Information at the University of Kentucky, where he will begin doctoral study this fall.
- College of Liberal Arts alumnus Christian Hedrick ('25) accepted a seasonal interpretive park ranger position with the National Park Service at Scotts Bluff National Monument. The appointment provides professional experience in cultural and heritage resource management while offering a pathway to continued career advancement within the National Park Service.
- Derrick Lewis was invited by the Washington D.C. Civil War Round Table to present on the role of geography and elevation in Civil War battlefields. The invitation grew from work completed in GEO 326, demonstrating how classroom research can extend to professional and public audiences.

COMMUNITY ENGAGEMENT

- The Jackson's Mill Archaeology Field School concluded with a Public Archaeology Day that welcomed community members to observe excavations, engage with faculty and students, and learn about archaeological methods and West Virginia history. The project received regional media coverage and exemplified the College's commitment to experiential learning, public scholarship, and meaningful partnerships that connect academic research with the broader community.

COLLEGE OF SCIENCE (DEAN: DR. WESLEY STITES)

PROGRAM HIGHLIGHTS

- College of Science faculty are advancing evidence-based STEM education through the MU FOCUS (Faculty Opportunities for Collaboration, Understanding, and Support) initiative.
- Faculty in the College of Science recently completed the Mobile Summer Institute (MoSI) where they developed innovative classroom resources focused on scientific communication, AI literacy, study strategies, and collaborative problem-solving. Supported by a National Science Foundation Improving Undergraduate STEM Education (IUSE) grant, the initiative continues this fall with faculty mini-grants and a Community of Learning and Practice to strengthen student success and instructional innovation.
- The Marshall Herbarium collaborated with the Appalachian Natural Products Research Program to serve as a permanent repository for medicinal plants studied in the Program.

FACULTY & STAFF ACHIEVEMENTS

Biological Science

- Drs. Eugene Shakirov and Liia Valeeva co-authored the article “Natural variation in antimicrobial activity and composition of the secreted metabolomes of the model moss *Ceratodon purpureus*” in *Scientific Reports* (2026).
- Dr. Cheyenne Tait presented “Host fruit odor processing in the genus *Rhagoletis* (Diptera: Tephritidae)” at the International Society for Chemical Ecology Annual Conference.

Chemistry

- Dr. Laura McCunn presented her research on hydrocarbon radicals to the International Symposium on Molecular Spectroscopy in June. Her results will help chemists study the role of these radicals in planetary atmospheres and the interstellar medium.
- Dr. Rosalynn Quinones is leading the recently launched WV STEM Alliance, which aims to increase the number of students pursuing STEM degrees. With a strong focus on Appalachian communities, the initiative seeks to boost cross-campus collaboration, increase awareness of existing STEM programs for high school and undergraduate students and help them explore graduate school opportunities and STEM career paths.

Cyber Forensics and Security

- Billy Gardner participated in the “AI++ / AI--: Applying Cyber Risk Thinking to Generative AI in the Classroom” session at the CyAD Summit in June. The session focused on helping students evaluate, validate, and take responsibility for generative AI outputs by applying cybersecurity risk-thinking concepts such as threats, vulnerabilities, impact, and safeguards.

Natural Resources & Earth Sciences

- Dr. Mindy Yeager-Armstead co-authored “Time-series Decomposition and Stream Metabolism Reveal Benthic Control on Particulate Organic Carbon Transport from Mixed-use Appalachian Watersheds” published in the *Journal of Hydrology*.
- Dr. Autumn Starcher-Patton and MU alum Hannah R. Blake presented a poster titled, “Agriculture and Natural Resources Skills and Competencies to Support Workforce Development in Central and North-Central Appalachia,” at the 2026 American Association for Agricultural Education (AAAE) National Conference in St. Petersburg, Florida.

Math & Physics

- Dr. Stephen Deterding's paper "Approximate Taylor theorem for analytic Lipschitz functions" was published in the journal *Constructive Approximation* in May.
- The Appalachian Mathematics and Physics Site REU began its third session in June. This program provides research experiences for 10 students from colleges across the US. Drs. Sean McBride, Maria Hamilton, Stephen Deterding, Aleksandra Sobieska-Snyder, and Sudipta Mallik are advising projects this summer.
- Dr. Tom Cuchta was an Organizing Committee member for the Workshop on Dynamic Equations on Time Scales, Difference Equations, and Applications in Mathematical Biology conference held in Campinas, Brazil. Dr. Cuchta also spoke at the conference on "Oscillation of time-varying parameter classical hypergeometric functions."

STUDENT & ALUMNI ACHIEVEMENTS

- Graduate and undergraduate students from the Armstead lab participated in the NSF funded BPE-Track 3 IMHUBs grant and the RII Track -2 FEC: FLASH grant, completing concurrent 10-month programs and sharing their outcomes with collaborating universities through poster presentations on April 24, 2026, in Mt. Sterling, Kentucky.
- Math graduate student Richard Williams presented his research "The polynomial shift operator on time scales" at the Workshop on Dynamic Equations on Time Scales, Difference Equations, and Applications in Mathematical Biology held in Campinas, Brazil.
- Recently graduated MS Forensic Science students Tori Tyree, Megan Bartrum, Austin Gordon, and Carson Kleider are all now employed in their field.

COMMUNITY ENGAGEMENT

- Dr. Autumn Starcher-Patton and several NRES students took part in the Huntington Children's Museum's KidsFest: Kids Volunteer! event on June 13. Dr. Starcher-Patton secured a \$500 donation and coordinated the planning, implementation, and development of promotional materials for the event. Youth attendees packed over 300 sensory bags for Jeremiah Tree and donation bags for SPECO through hands-on service-learning.
- The NRES department has established a relationship with Mr. Gerry Stover, the Ecology Director at Camp Arrowhead in Ona to promote scouting's Distinguished Conservation Service Award. Drs. Mindy Yeager-Armstead and Casey Moran met with Boy Scouts attending the camp to discuss careers in Natural Resources and Environmental Science.
- Dr. Autumn Starcher-Patton delivered a four-hour "Composting for Gardening" workshop at the WV Division of Natural Resources Becoming an Outdoors Woman (BOW) program at Twin Falls State Park in May. She also delivered an educational workshop for members of the Cabell County Master Gardeners Association in June 2026.

DIVISION OF AVIATION (CHIEF AVIATION OFFICER: MR. BILL NOE)

PROGRAM HIGHLIGHTS

- Marshall Aviation has been selected as the educational partner with the West Virginia Department of Education to launch AIRWV. This is a K-12 aviation pathway which introduces aviation to students and provides a pathway to all Marshall Aviation programs as well as Marshall Engineering and Marshall Business pathways. Five pilot schools will begin the program this fall, spending time at the Bill Noe flight School and other Marshall Aviation satellites. This summer, a group of 15 middle and high school teachers will receive aviation training at the flight school in preparation for teaching the subject matter in their classrooms this fall.
- Marshall Aviation hosted its fourth annual FAA AMT inspection on May 27, 2026. This rigorous compliance audit focuses on curriculum attunement, student record keeping, and safety processes. The AMT team received high praise during the audit with no findings and no recommendations for improvement. This is one of over 15 annual FAA inspections for Marshall Aviation. Each solidifies our relationship with the FAA by providing the highest quality and safety compliant aviation training.
- This summer, Marshall Aviation is hosting several training sessions in preparation for the Aviation X program in Berkeley County. These sessions are designed to match class content with predetermined training outcomes for their high school requirements. This exciting program will offer students an opportunity to obtain FAA certifications as a senior in high school.
- Marshall Aviation has received multiple government grants to expand the Martinsburg airport facilities. These funds will be used to double classroom size, add office space, and add a student lounge area. Senator Shelley Moore Capito secured \$2.5 million in March and Representative Riley Moore secured an additional \$900,000 of funding in April. During a ceremony at Martinsburg Airport on April 17, flight students from the eastern WV panhandle were able to share their stories and gratitude with Rep. Moore and visitors at the ceremony. Additionally, the funds will allow for expansion of the Marshall Aviation AMT program to best prepare students for entry into aviation technical aircraft support.

LEWIS COLLEGE OF BUSINESS (DEAN: DR. ROHAN CHRISTIE-DAVID)

PROGRAM HIGHLIGHTS

- From May 27 through June 10, 16 undergraduate students participated in a study abroad experience in Tokyo, Japan, and Seoul, South Korea as part of their International Management (MGT 445) course. This trip was led by Dr. Timothy Bryan and accompanying staff member Andrew Kesling. During their time abroad, students explored a variety of cultural landmarks, historical sites, and local businesses to gain firsthand insight into the economic, political, legal, technological, and cultural factors that influence business operations around the world. The experience provided students with an immersive learning environment where classroom concepts came to life through direct observation and engagement with international communities. Students examined topics such as cultural awareness, global business strategy, international competitiveness, and ethical decision making while experiencing the unique business practices and social customs of two of Asia's most dynamic economies.
- Accounting students Shawn Prichard and Jenna Hayes joined accounting faculty member Amanda Meadows at the WVSCPA Committee Day held at the Charleston Marriott Town Center on Friday, May 1. The event provided the students with valuable networking opportunities as they connected with accounting professionals from across the state and participated in roundtable discussions focused on enhancing member engagement within the Society. Students also attended committee meetings where they collaborated on action plans for various special interest groups that will guide the Society's initiatives throughout the coming year. During the luncheon, MSA student Karis Shannon was recognized for her academic achievement and dedication to the accounting profession by receiving a \$1,000 scholarship for Outstanding Accounting Student in West Virginia.

FACULTY & STAFF ACHIEVEMENTS

- Dr. Susan Lanham has been appointed as the Associate Dean for Operations for the Lewis College of Business. Dr. Lanham has been working in the field of forensic accounting since 1995 and has testified as an expert witness in a multitude of cases. She has prepared over 2,000 economic loss valuation reports for use in courts across many different jurisdictions. Susan received her PhD in Advanced Accounting from North Central University in 2013 and an MBA from Salem International University in 2007. Susan still currently serves as a Professor of Accounting, and as Director of the Center for Cyber Innovation in Business.
- The Lewis College of Business is proud to celebrate the accomplishments of four outstanding faculty members who have earned promotions, along with one receiving tenure. Their dedication to excellence in teaching, research, and service has made a lasting impact on our students, our college, and the broader community. Those faculty members include Susan Lanham, promoted to Professor; Mohammad Karim, promoted to Professor; Ralph McKinney, promoted to Professor; Tom Norton, promoted to Associate Professor and awarded Tenure.
- Dr. Alberto Coustasse-Hencke was featured in the May 1st issue of *Pharmacy Times* alongside D. Scott Simonton, PE, PhD and Dr. Craig Kimble, PharmD, MBA, MS, BCACP, TTS, for their article "Pharmacy Deliveries Take Flight: Can Drones Solve America's Pharmacy Access Gap?" Their article focuses how drone delivery of pharmaceutical medications can help solve issues that arise in "Pharmacy deserts" across the United States.

- Dr. Boniface Yemba will be stepping into the role of Director of the Truist Center for Leadership. The Truist Center for Leadership is dedicated to empowering students to become imaginative, driven, collaborative, and engaged leaders who make a positive impact both on campus and throughout the community. Through leadership development programs, hands-on workshops, networking opportunities, and meaningful community engagement, the center equips students with the skills and experiences needed to lead with confidence and purpose.

STUDENT & ALUMNI ACHIEVEMENTS

- Max Hill, an economics and finance major, has been selected for the highly competitive Summer Training Program hosted by the American Economic Association. Held at American University in Washington, D.C., the eight-week program admits a select group of top undergraduates nationwide for intensive coursework in economic theory, econometrics, and research methods, along with mentorship from leading economists. Hill's acceptance into the program's Foundational Cohort is a significant accomplishment, as the program is designed to prepare talented students for doctoral-level study and careers in economics. In addition to the academic experience, the program provides financial support, including tuition, housing, travel assistance, and a stipend.
- Students from Marshall University's ACC 499 course earned national recognition in the annual ethics video competition hosted by the NASBA Center for the Public Trust. A team from the Fall semester was awarded First Place (Judges' Choice) in the commercial-length category, standing out among submissions from across the country. The competition encourages students to explore ethical decision-making through creative video storytelling. The project was completed as part of a class initiative that offers extra credit for participation, highlighting both student engagement and the strength of ethics education within the accounting program.

COMMUNITY ENGAGEMENT

- On May 19, members of the Lewis College of Business took part in giving back to campus for Community Cares Day. During this day of service, faculty and staff assisted in laying fresh mulch in the flower beds surrounding student commons.

SCHOOL OF PHARMACY (DEAN: DR. ERIC BLOUGH)

PROGRAM HIGHLIGHTS

- The Marshall School of Pharmacy held its Summer Gala on June 13, 2026. The event saw alumni, faculty, and students gather to celebrate the 10-year anniversary of the graduation of the School's inaugural class. A silent auction was held at the gala to raise money to support student scholarships.

FACULTY & STAFF ACHIEVEMENTS

- Dr. Ruhul Amin presented at the 9th JCA-AACR International Conference on Novel Therapies and Diagnostics in Upper Digestive and Head and Neck Cancers held in Kyoto, Japan, June 28-30, 2026. The title of his presentation was "The Combination of Resveratrol and EGCC for the Treatment and Chemoprevention of Head and Neck Cancer. Dr. Amin also received JPY50,000 as a travel grant.
- Dr. Boyd Rorabaugh gave a poster presentation at the American Society for Pharmacology and Experimental Therapeutics meeting in May 2026. Dr. Rorabaugh also served on the following NIH grant review study sections: NIH Study Section member, Integrative Myocardial Physiology/Pathophysiology A (MPPA 561215); June 2026.
- Dr. Boyd Rorabaugh along with MSPS students Mohan Bhumaiahgari and Reshma Madhanu, Rohit Yakamuru (MSPS alum), Dr. Price Dickson (JCESOM), Kayla DeSchepper (PhD Biomedical Research student), and Daniel Morgan (MBA student) presented their research abstract "Regulator of G protein signaling 6 attenuates reward associated with alcohol, cocaine, and operant sensation seeking" at the 2026 American Society for Pharmacology and Experimental Therapeutics Annual Meeting. Their research was also published in the *Journal of Pharmacology and Experimental Therapeutics*.
- Dr. Jeremy McAleer received a NASA WVSGC Research Initiation grant for \$25,000 for his research project: Lipid Metabolic Regulation of CD4 T Cells by Deep-Space Stressors.
- Dr. Thomas Pile, Craig Kimble, and Nandini Manne, in collaboration with Dr. Alberto Coustasse in the LCOB, published their article "Operational and Financial Implications of GLP-1 Agonist Reimbursement Among Independent Community Pharmacies" in the *Journal of the American Pharmacists Association* (May 2026).

STUDENT & ALUMNI ACHIEVEMENTS

- Dr. Sarah Dunaway, a member of the SOP's inaugural class, was the recipient of the West Virginia Society of Health Systems Pharmacist (WVSHP) Distinguished Pharmacist Award. Dr. Dunaway was recognized for her sustained and impactful contributions to pharmacy practice, leadership, and patient care across West Virginia. She is the Director of Ambulatory Clinical Pharmacy Services for Marshall Health Network and Residency Program Director.

COMMUNITY ENGAGEMENT

- The School of Pharmacy participated in the Pathways to Success Expo at Point Pleasant Middle School in June. The day connected area students with local businesses educating them on possible career paths. The School of Pharmacy shared all the career opportunities in pharmacy and healthcare with students while they participated in hands-on activities.

UNIVERSITY LIBRARIES (DEAN: DR. MONICA BROOKS)

PROGRAM HIGHLIGHTS

- Assistant Professor and Research and Instruction Services Librarian Diane Palmieri was inducted into the Society for Collegiate Leadership & Achievement (SCLA) honor society in June.

CENTER FOR STUDENT SUCCESS (DIRECTOR: DR. KATERYNA SCHRAY)

PROGRAM HIGHLIGHTS

- The FAM Peer Mentoring program served 963 students in the Spring 2026 semester.
- The Total Withdrawal Counseling program served 312 students in the Spring 2026 semester.
- In the Spring 2026 semester, 303 students found a home in the East Hall Study Center. Of those students, 99% either graduated in May 2026 or are enrolled for Fall 2026.
- The Supplemental Instruction Program served 274 students in the Spring 2026 semester. Students who attended 10+ SI sessions earned course grades an average of 0.92 points higher than non-attendees. The program supported nineteen sections/twelve courses with historically high D/F/W rates. The course PSY 201 in COLA, a gateway course required by many programs, was added to the list of SI-supported courses.
- Sixty-eight students participated in one or more of the supported study groups that meet regularly in East Hall. Some study groups are organized by course (BSC 121, BSC 228, BSC 334, CHM 211, CHM 355, CHM 365, MTH 335 PHY 201). Other study groups, typically ones that serve upperclassmen, are formed based on major (Nursing, Chemistry), academic goals (pre-Med, pre-Pharmacy) or degree program (General MA Psychology program). Of the 68 students, 4 graduated in May of 2026 and 64 are enrolled for Fall 2026, a 100% retention/success rate.
- Forty-four first-time, full-time freshmen who started in the Fall 2025 semester participated in the Academic Support & Recovery Pilot.
- Twenty students successfully completed the Alternative Suspension program in the Spring 2026 semester.
- Fostering Independence – a psychoeducational support group for students who have been in foster care or kinship care, are homeless or have no family support – has moved from “pilot” status to an official program. This effort is a collaboration between the Center for Student Success, Marshall University Counseling Center, and Level Up/Marshall University Center of Excellence for Recovery with support from the Missions for Christ Adult Sunday School Class at Steele Memorial United Methodist Church in Barboursville, WV.
- Thanks to the generosity of local businessman Lake Polan, Follet Bookstore Scholarships, and donations from McGraw-Hill and Cengage, the Textbook Support Program provided course materials to 68 students for a total of \$16,113.92 for the 2025-26 academic year.
- In the Spring 2026 semester, the Polan Impact Fund helped seven students for a total amount of \$6,356.91 in tuition assistance and housing.

STUDENT ACHIEVEMENTS

- Supplemental Instruction Leaders Kendall Atkins, Tristan Burgess, Ava Coburn, Aneesh Gupta, Levi Jones, Zack Nunley, and Madison Parsons represented Marshall University impressively at the 14th International Conference on Supplemental Instruction in Portland, OR, June 2-6, 2026, funded by various grants and scholarships as well as program support. The conference, attended by SI Leaders and professional staff from 107 institutions representing five countries and three continents, provided our SI Leaders with national-level training and networking.

DIVISION OF STUDENT AFFAIRS (VICE PRESIDENT: DR. MARCIE SIMMS)

PROGRAM HIGHLIGHTS

Vice President for Student Affairs

- The Division of Student Affairs held its Summer Retreat and Media Day on July 16.
- Dr. Marcie Simms welcomed all new students and families at the New Student Orientation morning sessions.

Student Advocacy and Accountability

- The office partnered with the Office of Financial Aid to secure a substantial grant that enabled a student to remain enrolled, preventing a one-year interruption in their academic progress due to financial hardship.
- The office collaborated with faculty members to advocate for and support students navigating complex personal and academic challenges, including consultation on student advocacy and academic integrity matters.
- A Marshall Online Bootcamp module was developed and launched, introducing students to the services, resources, and support available through Student Advocacy.
- An instructional video was created to explain the excused absence request process to improve student understanding and facilitate accurate, timely submissions.
- There were 264 Accountability Cases for the 2025-2026 academic year, representing a 21% increase over the previous academic year. 26 undergraduate A1-related academic dishonesty referrals, 10 appeals filed; 2 overturned, 3 new undergraduate academic dishonesty appeals filed during the summer term, 2 new graduate-level dismissal appeals filed during the summer term.
- There were 591 BIT Referrals for the 2025-2026 academic year. Two emergency suspensions were also issued through the Behavioral Intervention Team.
- Excused Absence Requests (2025-2026 Academic Year): Total Submitted: 4,702,
 - Approval Rate: 85%, Denial Rate: 15%, 15% decrease compared to the 2024-2025 academic year.
- Navigate Case Management received 210 cases for the 2025-2026 academic year.
- Student Advocacy and Accountability staff established a Proxy Assistance Station in the Student Government Association Office during June Orientation. Over four days of orientation, staff assisted 86 families with establishing proxy access, averaging approximately 21 families per day, helping families successfully navigate university systems and supporting a smooth transition for new students.

Student Affairs Communications and MU App

- Summer social media content focused on keeping students connected through club and organization spotlights, orientation preparation and highlights, and fun, engaging posts.
- The top-performing Facebook and Instagram post featured a nostalgic look at Marshall’s campus in 2016, demonstrating the strong engagement that community-focused content can generate. Total Followers: 2,190, Engagements: 4,810, Impressions: 74,937
 - Facebook: Total Followers: 1,081, Engagements: 3,711, Engagement Rate: 7.3%
 - Instagram: Total Followers: 1,109, Engagements: 1,099, Engagement Rate: 4.5%

Wellness Center

- The Wellness Center participated in New Student Orientation June 9-12.
- The Center provided alcohol and cannabis health education/intervention to six students during May and June.

Student Life

- WOW Academy Blackboard Modules were completed between orientation and WOW. WOW Academy is designed to help new students build a strong foundation for a successful first year by introducing them to important campus tools, resources, opportunities, and expectations before their classes begin. Throughout the course, students complete a variety of interactive modules covering topics such as: Online Safety, Living with the Herd, Herd Helpers, Herd Involvement, Welcome to Leadership, and Online Resources.
- Student Affairs reimagined New Student Orientation by moving beyond traditional presentations to create a more interactive experience focused on relationship-building, campus connections, and early engagement with university resources. Incoming students participated in activities such as bingo, crafts, snacks, and informal conversations with Student Affairs staff in the Memorial Student Center, helping establish connections before the start of the semester and supporting a successful transition to Marshall University.
- The Sorority Formal Recruitment Registration form opened July 1. There are currently 43 women registered to participate and are on track for 100+ women registering.
- The Campus Activities Board collaborated with the Marshall University Artist Series to bring actor, writer, producer, and nationally recognized comedian Dyan "Mojo" Brooks, who stars in Tyler Perry's Netflix Series *Miss Governor*, to campus as the featured entertainer for this year's Marshall University Homecoming celebration. The CAB is hopeful that this partnership reflects the mission of enriching the student experience and the premier campus programming CAB can produce for the university.

STAFF ACHIEVEMENTS

- Dr. Jennifer Newman completed the Trauma and Resilience 101: Train-the-Trainer certification, qualifying her to provide trauma-informed care training for faculty, staff, and students. Dr. Newman partnered with the Marshall University Research Corporation (MURC) to implement Prevention Plus Wellness-InShape, a prevention and life skills program designed to address Marshall students' top health priorities. MURC has also extended this training opportunity to institutions across West Virginia. Dr. Newman also represented Marshall University's Office of Recruitment at the Boyd County Career and Technical Center Senior Awards Ceremony and Signing Event through continued service on the school's Advisory Council.

ONLINE EDUCATION (DIRECTOR: DR. JULIA SPEARS)

PROGRAM HIGHLIGHTS

- MU Online has successfully transitioned online faculty from QM to H.O.M.E. Framework certifications by the June 30, 2026, deadline. The team worked with Institutional Research to create a dashboard for deans and chairs to check faculty training status. As of July 8, 2026, 90% of instructors scheduled to teach online courses for Fall 2026 are H.O.M.E.-trained.
- A Digital Identity microcredential was developed by Marshall Online and funded through a grant from the Marshall University Research Corporation in partnership with the WV Digital Identity Tech Hub. This course brings together leading industry experts to deliver practical, innovative training in identity security.
- MU Online is continuing its implementation of the three-year course review process with faculty consultations, office hours, and alignment with the H.O.M.E. Framework.
- The Transparent Design issue of the Marshall Online Newsletter spotlighted the student-led Bison Blurb initiative, highlighted Marshall Online moments from the semester, and promoted final opportunities to attend live H.O.M.E. training before the deadline. The June Summer Snapshot issue shared the online student survey results, pictures from the graduation reception, and information about the upcoming move to Echo 360.

STAFF ACHIEVEMENTS

- Michelle Morrison, with Blackboard's Lisa Clark, presented "Designing for AI Fluency: A Collaborative Reframing of Bloom's Taxonomy" at UPCEA 2026 Annual Conference.
- Dr. Julia Spears participated in the National LER Convening in Baltimore.
- Dr. Heidi Blaisdell was recognized with the John Marshall Service Award in June 2026.
- Diana Adams participated in the panel "Online Pedagogy to Drive Institutional Growth: Best Practices and Success Stories" at Blackboard Together 2026
- Dr. Heidi Blaisdell, Diana Adams, Chase Lucas, Michelle Morrison, and Mary Welch presented at Marshall's annual IPED Conference.
- Diana Adams and Dr. Heidi Blaisdell presented "From Fix-It to Habit: Building Sustainable Digital Accessibility Practices" at Blackboard Ally Group.
- Hilary Gibson presented "Idea to Badge - A Practical, Human-Centered, and AI-Powered Pathway for Microcredential Creation" at the Digital Badge Summit 2026. She also attended Coursera's Future of Higher Education Conference in Boston, MA.
- Dr. Julia Spears presented at the Digital Credentials CoLab/MicroSummit, held as part of the 2026 Open edX Conference in Salt Lake City. The summit brought together leaders from academia, industry, and philanthropy to advance portable, learner-owned digital credentials and Learning and Employment Records (LERs).
- Dr. Julia Spears shared about the WV CALM effort to advance learning mobility at the national LER convening, hosted by AEM and the Strada Foundation.
- Dr. Julia Spears co-presented on the Model Workforce Pell Dell Framework webinar.
- Dr. Julia Spears, Dr. Jodie Penrod, Mary Welch and Louis NeJame (Bevel), presented a session, "Map Once, Award Forever: Marshall's Human-in-the-Loop Path from Faculty Skill Mapping to a Standards-Based Learner Record" at AACRAO's Assembly in Washington, DC. Dr. Spears was a panelist at the Education Design Lab's session "Is Your State Ready? A Framework for Learning Mobility Infrastructure" at the

Assembly. She was also a panelist for the closing session “Learning Mobility in Action: What It Takes to Build Connected Learning Pathways Across Diverse Communities.”

- Dr. Julia Spears, Mary Welch and Louis NeJame presented a virtual session on Marshall’s LER and skill mapping efforts at the UERU World Readiness Community of Practice.

COLLABORATIONS & PARTNERSHIPS

- Launching this fall, Marshall Online SkillBridges uses Lightcast labor market data and integrated AI tools to identify top career skills and connect skill development through activities, experiences, and opportunities. Each online undergraduate program will have a tailored resource to help students feel prepared for the workforce.
- In partnership with MUIT and the Digital Accessibility Committee, the College Accessibility Liaison Program was launched to strengthen discipline-specific digital accessibility practices and faculty awareness. Nine faculty liaisons will represent their colleges in a community of practice focused on accessibility.
- Marshall Online is partnering with Coursera to author 50+ courses and specializations for its global learner community. This opportunity will share Marshall faculty and staff expertise with students around the world, with the first courses set to launch in August.
- A course was designed and adapted as a first-year leadership learning experience during Week of Welcome, introducing incoming students to foundational leadership concepts as part of freshman orientation. The course provides accessible learning activities to support students’ transition to the university.
- MU Oline developed and supported the design of a leadership learning experience for Coursera in collaboration with President Brad Smith. The team helped with instructional design, curriculum development, content organization, and translating leadership concepts into an engaging online learning experience reflecting the President’s vision.

COMMUNITY ENGAGEMENT

- An Online Student Engagement Survey, conducted earlier this year, was analyzed for feedback from over 200 students. In the survey, 91% of students reported organized, easy-to-navigate Blackboard courses with course structure, feedback, announcements, and instructor videos supporting success. The survey also found 82% of online students feel connected to Marshall and want more opportunities for peer connection, wellness, career development, and online engagement.
- A reception for graduating online students was held in April, where students from all over the country came to campus to celebrate with their loved ones and meet their professors.
- MU Online staff participated in Marshall’s annual Community Cares Week in May.



August 4, 2026

EDUCATION

School of Medicine building update



Following Board of Governors approval to purchase the property at the corner of Northcott Court and Hal Greer Boulevard in Huntington, School of Medicine leadership, in partnership with Marshall University's departments of purchasing and planning and construction, is now in the process of selecting an architectural and engineering firm for the new School of Medicine building.

LCME Accreditation Update

- The institutional self-study has been completed, along with the independent student analysis.
- The School of Medicine has identified institutional strengths and opportunities for improvement and developed a comprehensive action plan. Leadership has been assigned for each focus area, with measurable outcomes established to track progress.
- The LCME accreditation site visit is scheduled for March 14–17, 2027.

First students enrolled in collaborative dual-degree programs

For the upcoming academic year, the School of Medicine will have one incoming student enrolled in each of its new dual-degree programs for MD + MS in Health Informatics and MD + MA in Communication Studies. These collaborative programs, developed in partnership with the Marshall University colleges of business and liberal arts, provide students with opportunities to complement their medical education with advanced training in health informatics and strategic communication.

INCOMING STUDENT SPOTLIGHT: MEET RILEY DECKER



Incoming Marshall University medical student Riley Decker is passionate about advancing women's health through research, advocacy and patient care.

A resident of Charles Town, West Virginia, Riley's path to medicine began as a competitive powerlifter and

runner, where she became interested in the unique health challenges faced by female athletes. That interest led to research, entrepreneurship and the co-founding of a women's health venture focused on menstrual health and athletic performance.

Riley has built an impressive record of scholarship, including published research in psychology and mental health, presentations at national scientific meetings and multiple research projects focused on athletic performance, health outcomes and women's health. Her clinical experiences include work in a women's and perinatal psychiatry clinic, where she gained insight into the connection between physical and mental health and the importance of compassionate, individualized care.

Riley hopes to advance women's orthopaedic and musculoskeletal health through both clinical practice and research, particularly for rural and underserved populations.

Project PREMED introduces aspiring physicians to medical school



Twelve undergraduate students from West Virginia and seven other states explored what it takes to become a physician during this year's Project PREMED (Providing Real-World Experiences for Marshall-Educated Doctors).

The immersive summer program gave participants a firsthand look at life as a medical student through sessions on the admissions process, the medical school curriculum and career opportunities in medicine. Students also connected with School of Medicine faculty, staff and current learners while gaining a deeper understanding of the path to medical school and a career in medicine.

Project PREMED reflects the Joan C. Edwards School of Medicine's commitment to preparing the next generation of physicians by helping aspiring students make informed decisions about their future in medicine.

First endowed chair established at School of Medicine



Thanks to a transformational \$1 million gift from Bill and Lois Dolin, the Joan C. Edwards School of Medicine has established its first endowed chair: the Bill and Lois Dolin Chair of Orthopaedic Surgery. Ali Oliashirazi, MD, a longtime orthopaedic surgeon, educator and chair of the Department of Orthopaedic Surgery, has been named the inaugural chair holder.

The endowment—the second-largest individual gift in the School of Medicine's history—will provide lasting support for orthopaedic resident education, faculty development and other departmental priorities for generations to come. A dedication ceremony recognizing the Dolins' generosity and Dr. Oliashirazi's appointment was held July 22.

People News

Internationally recognized neuroscientist to lead biomedical sciences department



Habibeh Khoshbouei, PharmD, PhD, has been appointed chair of the department of biomedical sciences, effective Oct. 1. Dr. Khoshbouei joins Marshall University from the University of Florida College of Medicine, where she served as professor in the department of neuroscience and vice chair of research.

An internationally recognized neuroscientist, her research focuses on dopamine signaling, neuroimmune interactions, addiction and neurodegenerative diseases, including Parkinson's disease. As chair of biomedical sciences, Dr. Khoshbouei will provide strategic leadership for the department's education, research and faculty development initiatives while supporting interdisciplinary collaboration and growth in nationally funded biomedical research.



Monica Valentovic, PhD, was appointed Associate Dean for Health Sciences Graduate Programs, effective June 29. In her role, she will provide strategic oversight and coordination for the School of Medicine's health sciences graduate master's and doctorate programs.



Richard Egleton, PhD, was appointed Interim Research Integrity Officer for the Marshall University Research Corporation (MURC), effective July 1. In this role, Dr. Egleton will provide oversight and guidance related to research integrity, compliance and responsible conduct of research.

Faculty Promotions

We proudly recognize the following School of Medicine faculty members on their recent promotions:

Farzad Amiri, MD

Professor - Surgery

Meredith Bentley, DO

Associate Professor - Psychiatry & Behavioral Medicine

Alip Borthakur, PhD

Associate Professor & Tenure - Biomedical Sciences

Lydia Bogomolnaya, PhD

Associate Professor & Tenure - Biomedical Sciences

Jessica Buerck, MD

Associate Professor - Obstetrics & Gynecology

Jenalee Corsello, MD, MPH

Associate Professor - Surgery

Price Dickson, PhD

Associate Professor & Tenure - Biomedical Sciences

Beth Emrick, MD

Professor - Pediatrics

Wesam Frandah, MD

Professor - Internal Medicine

Jordan Gaal, DO

Associate Professor - Psychiatry & Behavioral Medicine

Jared Hollinger, MD

Associate Professor - Neurology

Janice Hostetter, DO

Associate Professor - Psychiatry & Behavioral Medicine

Wei Li, MD, PhD

Professor - Biomedical Sciences

Ahmad Mahdi, MD

Associate Professor - Internal Medicine

Sebastian Proano, MD

Associate Professor - Pediatrics

Amy Roy, MD

Associate Professor - Obstetrics & Gynecology

Elizabeth Saunders, MD

Professor - Internal Medicine

Ahmed Sherif, MD

Professor - Internal Medicine

Ben Spurlock, MS, PA-C

Associate Professor - Surgery

Kasey Stickler, MD, Associate Professor - Family & Community Health

Vishal Verma, MD

Associate Professor - Ophthalmology

Courtney Wellman, MD

Associate Professor - Family & Community Health

Meet the Incoming Faculty

The following faculty members joined the School of Medicine from June to August 2026.

Neva Agrawal, MD

Associate Professor, Internal Medicine

Ali Ajmal, MD

Assistant Professor, Internal Medicine

Khaled Al-Baqain

Assistant Professor, Internal Medicine

Omar Al Omari, MD

Assistant Professor, Internal Medicine

Krishna Bashyal, MD

Assistant Professor, Internal Medicine

Matthew Delph, MD

Clinical Assistant Professor, Anesthesiology

Andrew Desrosiers, MD

Assistant Professor, Dermatology

Adee El-hamdani, MD

Assistant Professor, Cardiovascular Services

Emily Fletcher, MD

Assistant Professor, Neurology

Meredith Garst, DO

Assistant Professor, Pediatrics

Marianne Majkowski, DO

Assistant Professor, Neurology

Sydney Martin, MD

Assistant Professor, Neurology

Corey McBrayer, DO

Assistant Professor, Pediatrics

Naizar Obeidat, MD

Assistant Professor, Internal Medicine

Jamila Ranavaya, MD

Assistant Professor, Internal Medicine

Hannah Rowe, MD

Assistant Professor, Pediatrics

Rita Ryan, MD

Professor, Pediatrics

Arash Samadi, MD

Assistant Professor, Surgery

Saubhagyi Singh, MD

Assistant Professor, Pediatrics

Kevin Spicer, MD

Associate Professor, Pediatrics

Alejo Tabur, MD

Assistant Professor, Internal Medicine



January 2025 - January 2026

211 published
research
publications



May & June 2026

41 published
research
publications

Dr. Chad Lavender pioneers next-generation surgical visualization through spatial arthroscopy



Dr. Chad D. Lavender, assistant professor of orthopaedic surgery, has conceived an innovative technology that could transform minimally invasive surgery. Developed in collaboration with Marshall Health Network and Intermed Labs, spatial arthroscopy uses Apple Vision Pro to bring the surgical view directly into a surgeon's line of sight, improving ergonomics and helping surgeons maintain focus throughout procedures. The technology also lays the foundation for future capabilities, including digital overlays, voice commands and automated documentation.

OUTREACH



The City of Logan recently announced its 2026 Shining Star Awards, which celebrate organizations and individuals whose vision, service, leadership and dedication have made a lasting impact in Logan and the surrounding region. Recipients include the Joan C. Edwards School of Medicine, Marshall Community Health Consortium, Marshall Rural General Surgery Residency Program, Dr. David Gozal, Dr. Paulette Wehner, Dr. Jodi Cisco-Goff, Jo Ann Raines Corn and Tammy Motes.

New research reveals key inflammatory mechanism behind sleep apnea-related metabolic disease

Marshall University researchers led by Abdelnaby Khalyfa, MSc, PhD, in collaboration with researchers at the University of Missouri, identified an immune mechanism that may contribute to insulin resistance and metabolic dysfunction associated with Obstructive Sleep Apnea. Their study, published in *SLEEP*, found that reducing inflammatory CD11b+ immune cells improved insulin sensitivity and decreased inflammation in a mouse model, pointing to a potential target for future therapies.

Marshall researchers study endometriosis, cardiovascular disease

Marshall researchers recently published a study in *AJP Heart and Circulatory Physiology* examining cellular mechanisms that may help explain the link between endometriosis and increased cardiovascular disease risk. Although endometriosis is most often associated with symptoms such as chronic pain or infertility, growing evidence suggests it has broader systemic effects. The study investigated whether endometriosis-associated bioactive factors can influence changes in cardiac cells. The project was led by Dr. Nalini Santanam, in collaboration with clinical collaborators Dr. Brenda Mitchell and Dr. Kristin Sinning. First author Jadyn Simon is continuing this line of research as a Ph.D. student under Dr. Santanam's mentorship and is the recipient of the 2026-2027 NASA WV Space Grant Graduate Fellowship.

UPCOMING EVENTS

- **Aug. 22:** Standing Out in Our Field
- **Sept. 11-12:** School of Medicine Homecoming
- **Oct. 2:** Health Sciences Research Day

Marshall University Board of Governors

Meeting of August 4, 2026

ITEM: Authorization of Acceptance of Funds from the State Institutions of Higher Education Deferred Maintenance Grant Program

COMMITTEE: Finance, Audit and Facilities Planning Committee

RECOMMENDED ACTION: *Resolved*, that the Marshall University Board of Governors authorize acceptance of funds from the State Institutions of Higher Education Deferred Maintenance Grant program for projects: Corbly Hall Chiller Replacement, Morrow Library HVAC Unit, Science Building Chiller and the Memorial Student Center Roof.

Furthermore, the Board of Governors reaffirms its commitment to prioritize deferred maintenance projects at Marshall University and to ensure the necessary funding for this project to be completed safely and effectively; and

The Board of Governors authorize the President to execute any documentation necessary to effectuate the reallocation of funds for the above-listed project as part of the deferred maintenance program.

STAFF MEMBER: Brandi Jacobs-Jones
Senior Vice President for Operations

BACKGROUND:

In June 2023, the Marshall University Board of Governors approved the submission of thirty-one (31) deferred maintenance projects for consideration under the State Institutions of Higher Education Deferred Maintenance Grant Program. The program, administered through the West Virginia Higher Education Policy Commission (WVHEPC) with funding support from the Governor's Office, was established to address critical deferred maintenance needs at public higher education institutions throughout the state.

As part of the funding process, the state retained eighteen percent (18%) of the total project allocation for future project phases and contingencies. The WVHEPC has subsequently authorized the release of approximately \$3.28 million in remaining funds to support Phase II of Marshall University's deferred maintenance initiative, commonly known as the "Shock and Awe" program. The Phase II funding will address several high-priority infrastructure projects that are critical to maintaining safe, reliable, and efficient campus operations.

The projects proposed for Phase II funding include:

- **Corbly Hall Chiller Replacement (est. \$550,000):** Replacement of the failing chiller serving Corbly Hall, which has experienced significant loss of cooling capacity and is at risk of complete failure. Reliable cooling is essential to support classrooms, administrative offices, the Early Education STEAM Center, and the future Dietetics program. An engineering assessment is currently underway; however, full replacement is the recommended solution.
- **Morrow Library HVAC Unit Replacement (est. \$212,000):** Replacement of a failed rooftop HVAC unit serving Morrow Library. One of the building's five rooftop units is currently non-functional, while the remaining units have exceeded their expected service life. This project will improve climate control for building occupants and protect library collections, archives, and special collections while increasing overall system reliability and energy efficiency.
- **Science Building Chiller Replacement (est. \$825,000):** Replacement of the aging chiller plant serving the Science Building. The existing system is in deteriorated condition, creating risks to research laboratories, instructional spaces, and sensitive scientific equipment. Failure of the system could significantly disrupt academic and research activities and create health and safety concerns. A modern, energy-efficient replacement is recommended.
- **Memorial Student Center Roof Repair and Replacement (est. \$1,693,100):** Funding to support roof repair and replacement at the Memorial Student Center to address persistent leaks and deteriorating roof conditions. The project includes design services to evaluate the existing roof system, develop a comprehensive repair and replacement strategy, and assess and address any asbestos-containing materials through appropriate testing and abatement. The project will help prevent further water intrusion, protect building assets, and ensure the long-term integrity of the facility.

Acceptance of the Phase II funding and authorization to proceed with the projects requires approval by the Marshall University Board of Governors and the President of the University. Upon approval, the projects will be submitted to the WVHEPC for review and recommendation and subsequently forwarded to the Governor's Office for final approval and release of funds.

**RESOLUTION AUTHORIZING APPLICATION FOR THE STATE
INSTITUTIONS OF HIGHER EDUCATION
DEFERRED MAINTENANCE GRANT**

IN THE MATTER OF AUTHORIZING MARSHALL UNIVERSITY TO APPLY FOR A STATE INSTITUTIONS OF HIGHER EDUCATION DEFERRED MAINTENANCE GRANT FROM THE WEST VIRGINIA GOVERNOR'S OFFICE FOR DEFERRED MAINTENANCE AT MARSHALL 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 MARSHALL UNIVERSITY) desires to participate in this grant program as a means of providing needed maintenance to MARSHALL UNIVERSITY campus facilities; and

WHEREAS, Board of Governors and Institutional Leadership have identified deferred maintenance improvements at MARSHALL UNIVERSITY as a high priority need; and

WHEREAS the highest priority need identified includes:

Corbly Hall Chiller Replacement: Replace the failing chiller serving Corbly Hall, which has lost significant cooling capacity and is at risk of complete failure. Reliable cooling is essential to support classrooms, offices, the Early Education STEAM Center, and the future Dietetics program. An engineering assessment is underway, but full replacement is currently recommended.

Morrow Library HVAC Unit: Replace a failed rooftop HVAC unit at Morrow Library to ensure reliable climate control for occupants, library collections, archives, and special collections. One of five units is non-functional, and the remaining units have exceeded their expected service life. Replacement will improve system reliability, energy efficiency, and protection of library resources.

Science Building Chiller Replacement: Replace the deteriorating chiller plant serving the Science Building to maintain reliable cooling for research laboratories, instructional spaces, and sensitive scientific equipment. Failure of the system could disrupt research and academic operations and create health and safety concerns. A modern, energy-efficient replacement is recommended.

Memorial Student Center Roof: Provide funding for roof repair and replacement at the Memorial Student Center to address persistent leaks and deteriorating roof conditions. The project includes design services to evaluate the existing roof system, develop a comprehensive repair or replacement plan, and address the potential presence of asbestos-containing materials through proper assessment and abatement. The work is intended to protect the facility, prevent further water intrusion, and ensure long-term building integrity; and

NOW, THEREFORE, BE RESOLVED BY THE BOARD OF GOVERNORS OF MARSHALL 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 following projects:

CORBLY HALL CHILLER REPLACEMENT, MORROW LIBRARY HVAC UNIT, SCIENCE BUILDING CHILLER REPLACEMENT AND THE MEMORIAL STUDENT CENTER ROOF by MARSHALL UNIVERSITY; and The Board of Governors demonstrates its support to prioritize these projects as the highest priority with regard to deferred maintenance at MARSHALL 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 4th of August 2026.

ATTEST:

Signature, Board of Governors Authorized Official

Printed Name

Title

FY26 PROJECTION

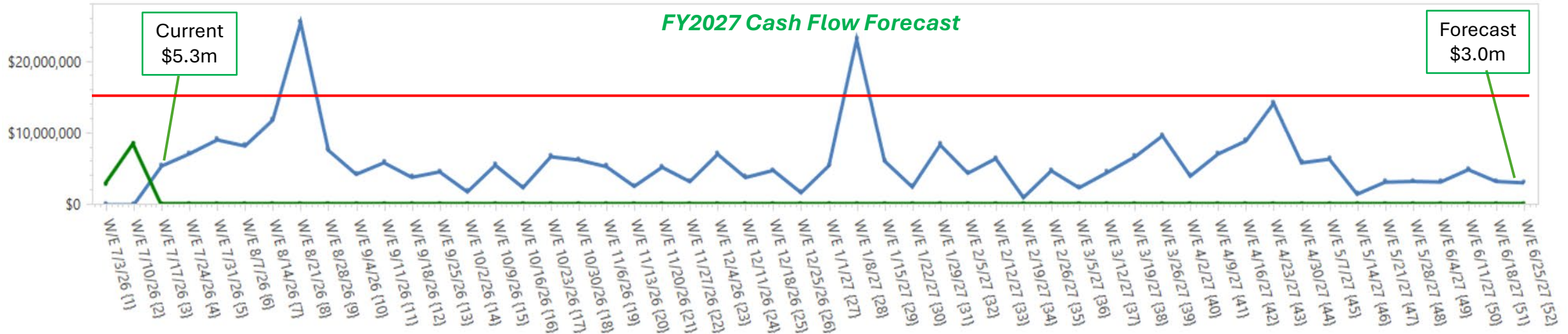
Marshall University					
	FY24 Actuals	FY25 Actuals	FY26 Projection	FY26 Budget	FY26 Projection vs FY26 Budget
Operating Revenues					
Student Tuition and Fees (net of allowance)	72,286,000	65,616,000	73,600,000	76,146,000	(2,546,000)
Grants and Contracts	53,841,000	122,880,000	141,620,000	122,439,000	19,181,000
Auxiliary Enterprise Revenue	38,531,000	30,242,000	35,327,000	43,827,000	(8,500,000)
Other Operating Revenues	16,987,000	12,804,000	10,998,000	12,303,000	(1,305,000)
Total Operating Revenues	238,006,000	231,542,000	261,545,000	254,715,000	6,830,000
Operating Expenses					
Salaries and Wages	159,747,000	164,392,000	165,776,000	166,072,000	(296,000)
Benefits	34,460,000	46,402,000	43,051,000	41,518,000	1,533,000
Supplies and Other Services	86,088,000	95,019,792	82,454,000	95,954,000	(13,500,000)
Utilities	11,137,000	12,277,000	11,625,000	12,450,000	(825,000)
Scholarships and fellowships	27,694,000	18,312,000	17,525,000	27,100,000	(9,575,000)
Depreciation	21,252,000	25,692,000	23,394,000	20,500,000	2,894,000
Other Operating Expenses	203,000	229,000	-	-	-
Total Operating Expenses	340,581,000	362,323,792	343,825,000	363,594,000	(19,769,000)
Operating Income (Loss)	(102,575,000)	(130,781,792)	(82,280,000)	(108,879,000)	26,599,000
Nonoperating Revenues (expenses)					
State Appropriations	116,418,000	76,037,000	77,108,000	76,188,000	920,000
Federal Pell Grants	18,965,000	22,872,000	22,900,000	22,500,000	400,000
Gifts	1,804,000	3,922,000	2,750,000	2,550,000	200,000
Investment Income	11,383,000	6,508,000	7,300,000	2,750,000	4,550,000
Interest on indebtedness	(7,265,000)	(7,775,000)	(7,670,000)	(7,242,000)	(428,000)
Fees assessed by Commission for Debt Service	(285,000)	(234,000)	(285,000)	(285,000)	-
Other nonoperating revenues (expenses)	(673,000)	(2,000)	-	-	-
Total Nonoperating Revenues (expenses)	138,348,000	101,328,000	102,103,000	96,461,000	5,642,000
Increase/Decrease in Net Assets	35,773,000	(29,453,792)	19,823,000	(12,418,000)	32,241,000
One-time adjustments		-	(30,000,000)	-	(30,000,000)
Capital Grants and Gifts	(50,348,866)	11,330,000	-	-	-
Increase/Decrease in Net Assets - Adjusted	(14,575,866)	(18,123,792)	(10,177,000)	(12,418,000)	2,241,000

ANALYSIS

- **Operating Revenue (+\$6.8M)**
 - **Auxiliary Revenue (-\$8.5M):** Primarily due to the change in scholarship allowance calculation offset by increases in Housing revenue
 - **Tuition and Fees (-\$2.5M):** Increased gross tuition offset by change in scholarship allowance calculation
 - **Grants and Contracts (+\$19.2M):** Increase due to SOM building State Grant (+\$30M) offset by decreases in federal and other state grants at MURC and the SOM
 - **Other Operating Revenue (-\$1.3M)**
- **Non-Operating Revenues (+\$5.6M)**
 - **Investment Income (+\$4.6M):** Meketa portfolio actual gains through April
 - **Pell Grants (\$0.4M):** Continued increases in Pell student population
- **Operating Expenses (-\$19.8M)**
 - **Salaries and Benefits (+\$1.2M):** Increased projection to align with FY25 actuals and capture FY26 year-to-date activity.
 - **Supplies and Other Services (-\$13.5M):** Decrease in supplies due to decreased federal and state grants for MURC and the SOM.
 - **Scholarships (-\$9.6M):** Due to change in scholarship allowance calculation. Scholarship expense decreased while the tuition and fee allowance increased.

CASH OUTLOOK

Forecast Created by OneStream Sensible AI Platform



Key Cash Flow Updates

- Secured **reimbursable advance** in partnership with MURC and the Foundation **\$5M**
- In partnership with Marshall Health, facilitated payment of **FY26 Direct Payment Program (DPP) \$3M**
- Maintaining strict **cash flow management** until the start of the fall semester

Key Finance Projects

- **Huron Institutional Resiliency Engagement**
 - 3 Steering Committee meetings
 - Initial Opportunity Identification
 - Cost Savings & Revenue Enhancement opportunities
 - Expecting to prioritize 30-40 opportunities
- **Year-End Audit**
 - Preliminary field beginning now
 - Full audit field work to begin in September
 - Financial Statements delivered on October 15, 2026
- **AI in Finance**
 - OneStream AI Cash Flow forecasting
 - Team challenge to identify 3-5 areas where AI will make a difference
 - **Playing Board → Rules of the Game → Win Outcomes**



Marshall University

Accelerating Individual Success, Innovative Ideas and Economic Impact

August 4, 2026

*Board of Governors Meeting
Facilities and Operations Update*



Enduring Financial **PRINCIPLES**

1. Grow STUDENTS, Not Fees.

- ✓ Minimize tuition and fee increases.
- ✓ Institutional success is measured by our accessibility, affordability and lifetime value for the students we serve.

2. Invest in our TEAM.

- ✓ Align employee compensation with market.
- ✓ Incentivize for performance and living the Marshall University Creed.

3. Take Care of the HOUSE.

- ✓ Investments in facilities are essential to the university mission.
- ✓ Invest in innovative technologies to meet modern challenges.

4. Manage our Strategic RESOURCES.

- ✓ Build key reserves for fiscal and operational resiliency.
- ✓ Invest available resources to new market-driven opportunities.

Take Care of the House

PROJECT UPDATES

HEPC Project Number	Project Name	Projected timeline	Status
WVHEPC-M-001	Electrical Sys Upgrades-Emergency Generators/Safety - Phase I	February 2024 to May 2026	
	Emergency Generators/Safety - Phase I-Public Safety	May 2026	Project complete, awaiting final paperwork
	Emergency Generators/Safety - Phase I-Drinko Library		Project complete, awaiting final paperwork
	Emergency Generators/Safety - Phase I-Prichard Hall		Project complete, awaiting final paperwork
WVHEPC-M-002	Campus Buildings Fire Alarm System Upgrades	February 2024 to January 2026	
	Corbly Hall		Project Completed, contractor is installing dry-wall or filling in around boxes
	Morrow Library		Project Completed, contractor is installing dry-wall or filling in around boxes
	Myers Hall		Project Completed, contractor is installing dry-wall or filling in around boxes
	Prichard Hall		Project Completed, contractor is installing dry-wall or filling in around boxes
	Smith		Project Completed, contractor is installing dry-wall or filling in around boxes
	Sorrell		Project Completed, contractor is installing dry-wall or filling in around boxes
	Chemical Storage Building		Project Completed, contractor is installing dry-wall or filling in around boxes
WVHEPC-M-003R	Elevator Modernization	February 2024 to October 2026	
	Elevator Modernization-Corbly Hall		Project Completed
	Elevator Modernization-Harris Hall		Awaiting change order for TKE
	Elevator Modernization-Science Building		Delayed - Working on Dixon Electric electrical upgrades PO, West elevator requires inspection, once inspection is complete, will begin work on East elevator.

Take Care of the House

PROJECT UPDATES

WVHEPC-M-04	Chiller Replacement	January 2024 to August 1, 2025	
	Smith Hall Chiller Replacement		Project Completed
	Drinko Library Chiller Replacement		Project Completed
WVHEPC-M-005	Laidley Hall Demolition	February 2024 to May 2024	Project Completed
WVHEPC-M-007	Henderson Center E Level Sanitary Pipe Replacement	February 2024 to <i>June 2026</i>	Project Complete, awaiting final paperwork
WVHEPC-M-008	South Charleston Roof Replacement (Both Buildings)	February 2024 to November 2025	
	South Charleston Roof Replacement-Academic		Project Completed
	South Charleston Roof Replacement-Administration		Project Completed
WVHEPC-M-009	Fine Arts Renovations	February 2024 to <i>September 2026</i>	Project reopened to accommodate addition of replacement of doors, finalizing bonds with vendor and WV AG's Office
WVHEPC-M-010	Morrow Library ADA Upgrades	February 2024 to <i>October 2026</i>	Wheel chair lift has been completed and is in service; (Update) Otis has notified contractor that equipment will not ship until mid-August with install occurring in September/October
WVHEPC-M-011	Smith Hall Classroom Locks	May 2024 to December 2025	Project Completed
	Fine Arts Locks	May 2024 to January 2025	Project Completed
WVHEPC-M-012	Erma Ora Byrd Floor Renovations	March 2024 to March 2025	Project Completed
WVHEPC-M-013	Smith Hall Concrete Work (Exterior ADA Ramp)	May 2024 to April 2025	Project Complete, awaiting final paperwork
	Henderson Center Concrete Work	May 2024 to <i>April 2026</i>	Project Completed, awaiting final paperwork

Take Care of the House

PROJECT UPDATES

WVHEPC-M-014	Holderby Hall Demolition	February 2024 to November 2025	Project Complete, awaiting final paperwork
WVHEPC-M-015	Memorial Student Center Restroom Repairs & Renovations	February 2024 to November 2025	Project Complete, awaiting final paperwork
WVHEPC-M-016	Stormwater Improvements Phase I	February 2024 to <i>March 2026</i>	Project Complete, awaiting final paperwork
WVHEPC-M-017	MRI Building HVAC Replacement	January 2024 to March 2025	Project Complete, awaiting final paperwork
WVHEPC-M-019	Classroom Repair/Renewal Campus-wide Phase I	February 2024 to November 2025	Project Complete, awaiting final paperwork
	Restroom Repair/Renewal Campus-wide Phase I	March 2024 to March 2025	Project Completed
WVHEPC-M-023	Old Main Structure Repairs - Phase I	January 2024 to November 2025	Project Complete, awaiting final paperwork
WVHEPC-M-024	Science Building Air Handler Units	January 2024 to <i>December 2025</i>	Project Complete, awaiting final paperwork
WVHEPC-M-025	Drinko Library/ Gullickson Hall Roof Replacement	March 2024 to <i>February 2026</i>	Drinko - complete; Gullickson Hall - complete, awaiting final paperwork
WVHEPC-M-026	Student/Band Bleacher Replacement	March 2024 to March 2025	Project Completed

MU Internal Audit BOG Informational Report August 4, 2026

1 ACTIVITY SINCE THE LAST MEETING

- A. Advisory Services – Year-End planning with Accounting/Financial Reporting Department.
- B. Audit Projects – Year-end schedule preparation and footnote information gathering.
- C. Other – No significant Whistleblower Hotline activity for this reporting period.

2 PLANNED ACTIVITIES BEFORE THE NEXT MEETING

- A. Monitoring of Whistleblower Hotline.
- B. Year-End data gathering and audit schedule preparation.
- C. Adhere to planned activities in the approved Audit Plan and Continued Monitoring of other Institutional Activities.

3 PROFESSIONAL DEVELOPMENT ACTIVITIES

- A. No significant activities in this reporting period.



BOARD OF GOVERNORS

August 2026

Gerald J. Harrison

Vice President & Director of Athletics

Niesha Campbell

Deputy Director of Athletics | Chief Operating Officer | Senior Woman Administrator



Our **PLAN-ON-A-PAGE**

VISION					
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Department of Intercollegiate Athletics **PLAN-ON-A-PAGE**

VISION



University: “To inspire learning and creativity that ignites the mind, nurtures the spirit, and fulfills the promise of a better future.”

Athletics: “To be the most complete athletics department in the nation—where student-athletes advance through holistic development, cultivate lifelong growth, and leave a lasting mark on their communities.”

MISSION

Marshall Athletics exists to empower student-athletes to grow holistically, cultivate lifelong impact, and lead beyond the game through **The Herd Mentality**—while delivering unforgettable fan experiences that energize and unite our community, and generating sustainable resources to fuel competitive excellence across all programs.

GUIDING PRINCIPLES

Through **The Herd Mentality**, we honor tradition, embrace innovation, and foster a culture of academic and athletic excellence—empowering every Marshall student-athlete to lead with purpose, compete with integrity, and grow beyond the game.

Honor the Journey

Commit to personal growth and pursue your fullest potential.

Engage with Purpose

Show up fully in competition, in the classroom, and in the community.

Rise Through Innovation

Embrace creativity, challenge the norm, and shape what’s next.

Dedicate to Others

Invest in teammates, campus, and community through service and support.

CORE PILLARS & STRATEGIC PRIORITIES

Pillar 1: Student-Athlete Experience

Prioritize Holistic Development and Well-Being

- Enhance academic, wellness, nutrition, leadership, and career services while retaining top staff to maximize student-athlete support.
- Amplify student-athlete voices through SAAC and leadership opportunities.
- Win the right way by upholding NCAA compliance standards.
- Compete at the highest level with a consistent focus on championships.

Pillar 2: Fan Experience & Community

Fan-First, the *Best Show* in West Virginia

- Deliver unmatched game day atmosphere and traditions.
- Expand access and inclusivity for all fans.
- Strengthen digital engagement and storytelling. Tell our story—highlight achievements, traditions, and values that make Marshall unique.

Pillar 3: Revenue Generation

Build Sustainable Resources to Fuel Success

- Grow Big Green membership and annual giving.
- Expand sponsorships and maximize Learfield partnership.
- Create innovative NIL and revenue-share models for recruitment and retention.
- Pursue capital projects that enhance both fan and student-athlete experience.

METRICS

- Graduation Success Rate (GSR) and Academic Progress Rate (APR).
- Team GPAs above 3.0; department GPA 3.35+.
- Career/graduate school placement rates.
- Student-athlete satisfaction surveys.
- Employee surveys.
- 15+ hours of service per athlete.
- Bubas Cup (Sun Belt all-sports ranking).

- Attendance growth (average per game, % capacity).
- Fan satisfaction survey scores.
- Engagement rates on digital platforms.
- Average viewers per broadcast
- Website clicks
- Fan Engagement – Eloqua email open rates

- Consistently rank among the top third of Sun Belt institutions in annual revenue generation.
- Annual fund growth and retention (% increase in Big Green membership).
- Sponsorship revenue and partner retention.
- 50/50 progress

Reoccurring Agenda

Student-Athlete Success & Well-Being

- Updates on academic performance, GSR/APR, career outcomes, mental health, nutrition, and holistic development programs.
- Progress on the Student-Athlete Success Center.

Competitive Excellence & Winning the Right Way

- Strategies to consistently contend for championships.
- Coaches Review/Report Card.
- Commitment to NCAA compliance and integrity in all programs. NCAA Legislative updates.

Fan Experience & Community Engagement

- Updates on enhancements to the game day atmosphere, traditions, and fan-first initiatives.
- Building deeper connections with Huntington, alumni, and the state of West Virginia.

Revenue Growth & Resource Development

- Budget review.
- Fundraising updates (Big Green, NIL, gifts, sponsorships).
- Revenue-share models, sustainability of funding streams, and facilities ROI.
- Progress on 50/50.

Facilities & Capital Projects

- Progress on debt reduction and strategic upgrades (stadium, baseball, Buck).
- Future facility priorities that support student-athletes and fans.





AGENDA

- Student-Athlete Success & Well-Being
- Competitive Excellence & Winning the Right Way
- Fan Experience & Community Engagement
- Revenue Growth & Resource Development
- Facilities & Capital Projects



Student-Athlete Success & Well-Being

Pillar 1: Student-Athlete Experience

Updates on student-athlete
academic success and
development.





Coach Evynn Richard
INSIDE THE HERD

20 Marshall student-athletes earned College Sports Communicators (CSC) Academic All-District recognition:

- **Women's Golf (5):** Madison Borders, Savannah Hawkins, Abbey Bull, Olivia Kochan and Taylor Sargent.
- **Men's Golf (1):** Cael Ropietski.
- **Softball (5):** Haleigh Adkins, Ava Blake, Abby Darnley, Bella Gerlach and Paige Maynard.
- **Baseball (5):** Kenyon Collins, Jackson Golden, AJ Havrilla, Cooper Hinson and Charlie Krebs.
- **Swimming & Diving (4):** Katie Fisher, Mia McBride, Lauren McNamara and Molly Warner.



2026-27 SAAC EXECUTIVE BOARD



Ava Blake
President



Kylan Overstreet
Vice-President



Maddi Hudson
Secretary



Ramey George
Student Development



Katie McCutcheon
Student Development



Maya Hunt
Community Engagement



AJ Young
Community Engagement



Emari Doby
Social Media Chair



Makayla Bennett
A.C.E Chair

**HERD
UP**



Run with the Herd + SAAC

- The Student-Athlete Advisory Committee (SAAC) will partner with Board member Kathy D'Antoni to support and expand the *Run with the Herd* community outreach initiative.
- Student-athletes will assist with school outreach, participant communications, game-day experiences, and program logistics.
- The partnership will allow the program to reach more students, enhance the participant experience, and explore expansion to additional Marshall Athletics events.



Up Next

Upcoming Student-Athlete Engagement Opportunities

August 11: Cabell County Schools Welcome Back

August 16: Marshall Student-Athletes Welcome Back



Competitive Excellence & Winning the Right Way

Pillar 1: Student-Athlete Experience

Fall 26 Pre-Season
NCAA Legislation Updates
New Hires





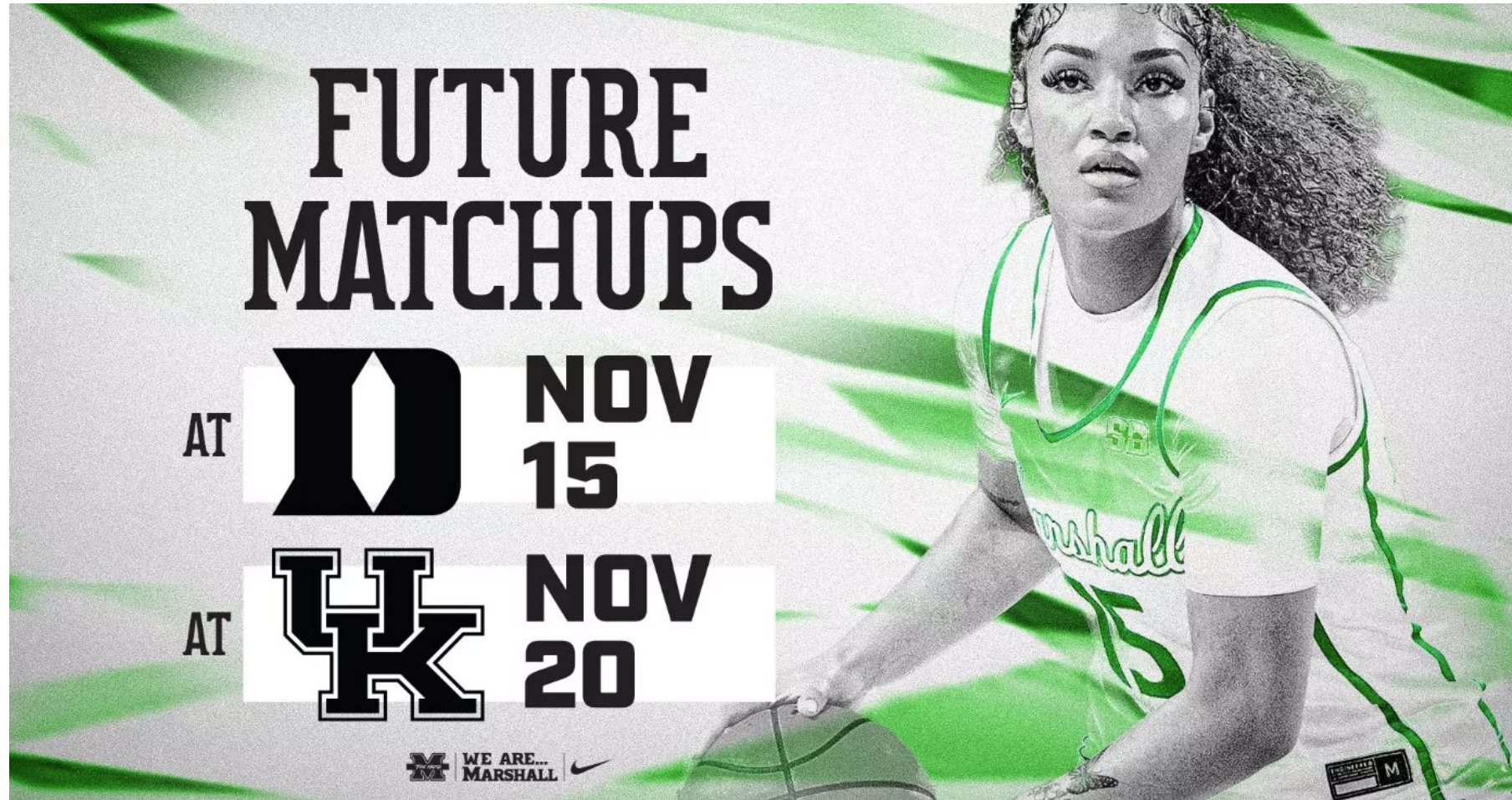
Preseason Highlights

- Sun Belt Preseason Offensive Player of the Year: Carlos Del Rio-Wilson
- League-high 9 student-athletes on the Preseason All-SBC Team.



Future Matchups

Competitive Excellence



A promotional graphic for future basketball matchups. On the right, a basketball player in a white Marshall jersey with green trim and the number 15 is shown. The background features green and white diagonal stripes. On the left, the text "FUTURE MATCHUPS" is prominently displayed in a bold, black, serif font. Below this, two matchups are listed: "AT [Duke logo] NOV 15" and "AT [Kentucky logo] NOV 20". At the bottom left, there is a small Marshall logo with the text "WE ARE... MARSHALL" and a Nike swoosh logo.

**FUTURE
MATCHUPS**

AT **D** **NOV
15**

AT **UK** **NOV
20**

M WE ARE... MARSHALL 

Future Matchups

Competitive Excellence



A graphic for Marshall University basketball featuring a player in a white jersey with green trim and the word "Marshall" in green script. The player is shown from the chest up, with arms raised in a celebratory gesture. The background is a dark, textured green. Overlaid on the left side of the graphic is a large, light green outline of a stylized tree or branch.

FUTURE MATCHUPS

AT  **NOV 9**

AT  **NOV 20**

 **WE ARE... MARSHALL** 

RUN WITH *THE HERD*

MARSHALL ATHLETICS 2026-27 HEAD COACH CABINET



Greg **BEALS**
BASEBALL



Caleb **BOWEN**
CROSS COUNTRY



Brooke **BURKHAMMER**
WOMEN'S GOLF



Phoebe **CAMPBELL**
SWIMMING & DIVING



Juli **FULKS**
WOMEN'S BASKETBALL



Tony **GIBSON**
FOOTBALL



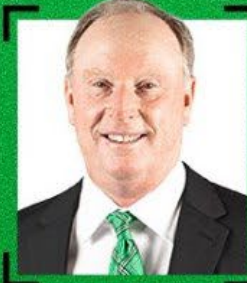
Chris **GRASSIE**
MEN'S SOCCER



Matt **GROBE**
MEN'S GOLF



Cornelius **JACKSON**
MEN'S BASKETBALL



John **MERCER**
TENNIS



Evynn **RICHARD**
STUNT



Keith **ROBERTS**
TRACK & FIELD



Rafa **SIMOES**
WOMEN'S SOCCER



Heather **STOUT**
VOLLEYBALL



Morgan **ZERKLE**
SOFTBALL

NCAA Legislation

Winning the Right Way

New Age-Based Eligibility Model Approved

- The NCAA approved a new eligibility model that shifts from the traditional **five-year eligibility clock** to an **age-based model**.
- A student-athlete's eligibility clock will begin when they first enroll full-time in college or at the start of the academic year following their **19th birthday**, whichever comes first.
- This change generally benefits traditional freshmen by providing greater flexibility and up to **five seasons of competition**, while potentially impacting older and international student-athletes who delayed college enrollment.

Potential Recruiting and Roster Impacts – The new model will influence recruiting strategies, particularly in sports with international student-athletes or athletes who take gap years (e.g., soccer), while providing additional opportunities for many domestic student-athletes entering directly from high school.



NCAA Legislation

Winning the Right Way

- **Men's Soccer Season Proposal Delayed** – NCAA continues to study a proposal to split the men's soccer season between fall and spring. No changes have been approved at this time.
- **Expanded Non-Championship Travel** – Proposed legislation would allow soccer, softball and volleyball to travel farther for fall competition, creating additional scheduling flexibility but with potential budget implications.
- **Transfer Rule Changes** – NCAA simplified eligibility requirements for junior college transfers, creating greater flexibility and potentially expanding recruiting opportunities.
- **Earlier Reporting Periods** – Fall sports may begin transition periods earlier in the summer, which could increase housing, meal and operational costs for athletics programs.



Fan Experience & Community Engagement

Pillar 2: Fan Experience

Updates on enhancements to the game day atmosphere, traditions, initiatives.



Revenue Updates

FY27

Women's Soccer Season Ticket Revenue

2025–26 (Final)	2026–27 (as of 7/15)	Progress to FY 27 Goal
\$4,068	\$3,940	46% of \$8,500 Goal

Key Takeaways

- Season ticket revenue has already reached \$3,940, nearly matching last year's final total of \$4,068.
- Single-game tickets have not yet gone on sale, providing additional revenue opportunities leading into the season.
- Based on current sales trends, Marshall is well positioned to surpass both last year's season ticket revenue and this year's revenue goal of \$8,500.

Revenue Updates

FY27

Men's Soccer
Season Ticket Revenue

2025–26 (Final)	2026–27 (as of 7/15)	Progress to FY27 Goal
\$172,094	\$140,642	70% of \$200,000 Goal

Key Takeaways

- **Season ticket revenue has already reached \$140,642**, approaching last year's **final** total of **\$172,094**.
- **Single-game tickets have not yet gone on sale**, providing additional revenue opportunities ahead of the season.
- **Based on current sales trends, Marshall is well positioned to exceed both last year's season ticket revenue and this year's revenue goal of \$200,000.**

Revenue Updates

FY27

Football Ticket Revenue

	2025–26 (Final)	2026–27 (as of 7/15)	Progress to Goal
*Ticket Sales	\$1,502,249	\$1,307,230	78% of \$1,665,000 Goal
Season Parking	\$205,600	\$147,737	69% of \$215,000 Goal

*Includes season tickets, single game tickets, chairback rentals, mini-plans, and group ticket sales.
Excludes premium sales.

Key Takeaways

- **Season Ticket Renewals:** Achieved a 90.5% renewal rate to date, demonstrating strong retention and continued fan engagement.
- **New Season Tickets:** Sold 550 new season tickets, generating \$109,000 in new revenue.

Football Season Tickets

Premium Spaces

- **Sky Suites:**
 - **Expanded premium inventory** by adding one new suite, increasing total inventory from 24 to 25 suites.
 - **All 25 suites sold (100% occupancy)** generating \$923,000 in revenue, including \$22,000 in new revenue from the added suite.
- **The Deck:** \$260,500 in revenue to date (47% of annual goal).
- **The Porch:** Inaugural season sold out. All four premium spaces committed, generating \$40,000 in new revenue.



THE *Dutch Miller* DECK

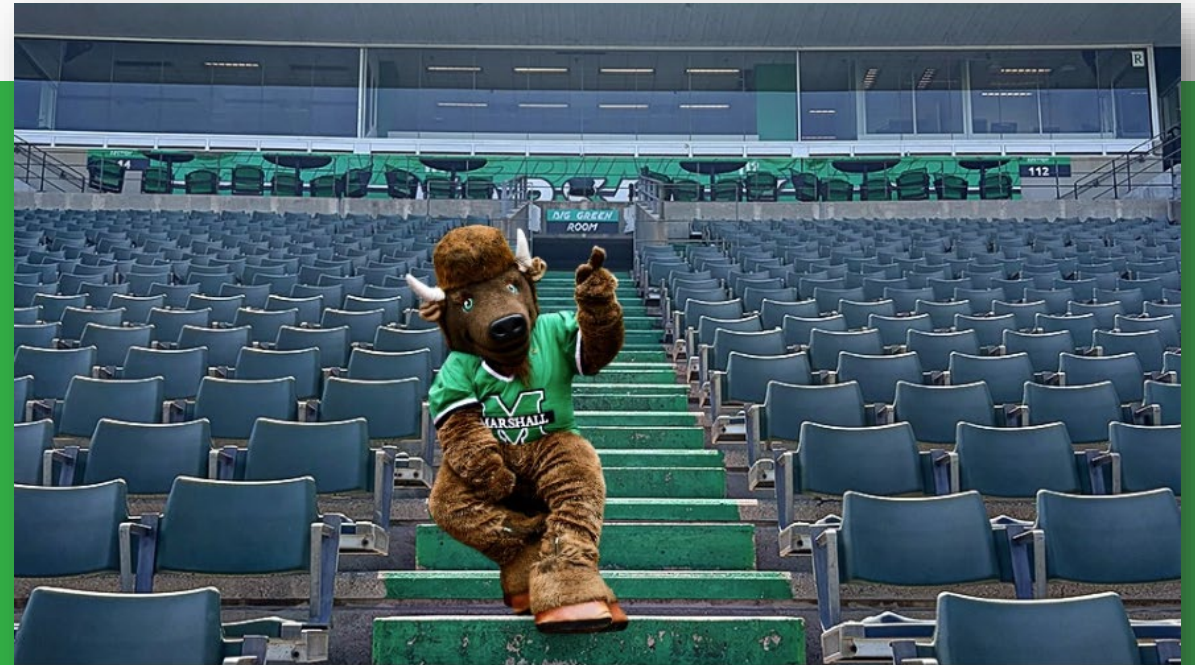
The best viewing option in all of College Football!

- Indoor/Outdoor Access
- Field Access
- Food & Drinks Included
- Parking Garage Pass for every 2 Passes Purchased
- \$2,500/Season Pass

Football Season Tickets

Highlights

- 856 Family Packs (67% of goal)
- Win-Back Campaign: 5% of former season ticket holders have renewed (goal: 10% by August 15)
- July 4 "No Fees" Promotion: 49 new season tickets sold
- Adjacent Seat Campaign: Generated \$17,000 in new revenue by offering fans newly available seats adjacent to their existing locations
- Mini Plans: Launched June 15; 31 plans sold



CHAIRBACK SEATS

Sit back, relax, and cheer on your Thundering Herd football team.

- Premium Seating
- Access to Big Green Room
- Indoor/Outdoor access
- Private Restrooms and Concessions

FY27 Revenue Highlights

Highlights

Men's Soccer

- Expanded seats : \$20,000

Football

- 550 new season tickets: \$109,000
- New suite opportunity: \$22,000
- The Porch: \$40,000
- Adjacent Seat Campaign: \$17,000

Total New Revenue: \$208,000



Facility Concepts

Football Season Tickets

Next Steps

Young Alumni Campaign

- Launched a targeted campaign to more than 10,000 Marshall Foundation alumni records, promoting a \$99 Young Alumni Season Ticket offer.

Group Ticket Initiative

- Launched FEVO-powered group sales targeting churches, Chambers of Commerce, small businesses, teachers, schools, faculty and staff, alumni chapters, healthcare organizations, and high school bands.



MARSHALL
FOOTBALL

THREE GAME MINI-PLAN

PICK ANY 3 HOME GAMES, STARTING AT \$69!

 SEP 12	 SEP 26	 OCT 10	 OCT 20	 NOV 14	 NOV 21
--	--	--	--	--	--

 **WE ARE...
MARSHALL** 

Fan Experience

Game Day Enhancements

New Partnership: Dough Daddy's named the Official Pizza Partner of Marshall Athletics, with concession locations on both the East and West sides of Joan C. Edwards Stadium.

Dough Daddy's Kids Zone: New family-friendly interactive area sponsored by Dough Daddy's to enhance the game day experience for young fans.



Fan Experience

Game Day Enhancements

Expanded Food Options: New menu offerings include chicken tenders, cheesesteaks, hamburgers, along with Chick-fil-A available at both Gate A and Gate F.

Family Value Pricing: Affordable concession options available at Stand 12.

Unlimited Refill Cup: New per-game refillable beverage program providing added value and convenience for fans.



MARSHALL
FAMILY SEASON TICKET PACK
Must Purchase 4 Season Tickets | Use Code: FAMILY

\$99
PER TICKET

A family of four (mother, father, and two children) is shown wearing Marshall University green apparel. The mother and father are wearing green tank tops and t-shirts, respectively, with the Marshall University logo. The two children are also wearing green Marshall University apparel. They are standing in front of a white background with a faint Marshall University logo.

Events

FAN DAY

Sunday, August 9 | 6:00 PM

Meet the Herd at the Joan and kick off the 2026–27 athletics season.

HERD RALLY

Friday, August 14 | 7:00 PM

Ninth Street Plaza

Join student-athletes and coaches for live music and local food vendors.

HALL OF FAME WEEKEND

Saturday, September 12 | Hall of Fame Luncheon – Noon

Celebrating the 2026 Hall of Fame Class prior to the football home opener.



HERD HOSPITALITY
& ENTERTAINMENT

FRIDAY NIGHT LIGHTS AT THE JOAN

HUNTINGTON HIGH VS SPRING VALLEY
SEPTEMBER 11, 2026



vs



TICKETS ON SALE STARTING JULY

Revenue Growth & Resource Development

Pillar 3: Revenue Generation

Budget and fundraising updates.



Updates Operating Expenses

Operating Expenses	FY 26 Actuals (6/30)	FY 26 Budget	Actuals v Budget
Athletic Student Aid	7,889,911	8,914,411	(1,024,500)
Guarantees	612,500	885,000	(272,500)
Coaching / Support Personnel Salary & Benefits (2)	14,706,802	13,766,877	939,925
Severance Payments (5)	-	-	-
Recruiting	670,715	900,000	(229,285)
Team Travel + Home Team Expenses	6,347,944	5,316,377	1,031,567
Student-Athlete Meals (non-travel, home team expenses)	1,271,052	330,000	941,052
Equipment & Uniforms	1,725,093	2,100,000	(374,907)
Game Expenses	1,595,981	1,648,220	(52,239)
Fundraising, Marketing & Promotion	252,798	205,000	47,798
Sports Camp Expenses (3)	74,147	164,100	(89,953)
Administrative Expenses/includes Facility Maintenance	843,417	780,000	63,417
Athletics Facilities, Debt Service, Leases and Rental Fee	693,546	750,000	(56,454)
Spirit Groups (5)	77,231	-	77,231
Indirect Institutional Support (1)	-	-	-
Medical Expenses & Insurance	1,166,472	1,050,000	116,472
Memberships and Dues	89,492	135,000	(45,508)
Other Operating Expenses	1,761,351	1,245,100	516,251
Football Bowl Expenses	-	900,000	(900,000)
Football Bowl Expenses - Coaching Compensation (4)	-	-	-
Total Operating Expenses	39,778,452	39,090,085	688,367

(1) This category will only be presented as part of NCAA Membership Financial Statement Review

(2) This category will be separated into coach / support staff as part of NCAA Membership Financial Statement Review

(3) Sports Camps revenue and expenses not included in approved board of governors budget; operate on cash basis

(4) Accounted for in Coaching / Support Salaries and Benefits line

(5) This category will be completed as part of NCAA Membership Financial Statement Review

Operating Expenses

Year-over-Year Analysis

Operating Expenses	FY 26 Actuals (6/30)	FY 25 Actuals (6/30)	Actuals v Prior Year
Athletic Student Aid	7,889,911	7,729,160	160,751
Guarantees	612,500	983,000	(370,500)
Coaching / Support Personnel Salary & Benefits (2)	14,706,802	13,780,986	925,816
Severance Payments	-	-	-
Recruiting	670,715	795,433	(124,718)
Team Travel	6,347,944	5,989,667	358,276
Student-Athlete Meals (non-travel)	1,271,052	999,227	271,825
Equipment & Uniforms	1,725,093	2,065,783	(340,690)
Game Expenses	1,595,981	1,455,906	140,075
Fundraising, Marketing & Promotion	252,798	330,644	(77,846)
Sports Camp Expenses	74,147	283,131	(208,984)
Direct Overhead and Administrative Expenses	843,417	830,056	13,361
Athletics Facilities, Debt Service, Leases and Rental Fee	693,546	698,444	(4,898)
Spirit Groups (5)	77,231	86,098	(8,867)
Indirect Institutional Support (1)	-	-	-
Medical Expenses & Insurance	1,166,472	853,682	312,789
Memberships and Dues	89,492	206,058	(116,565)
Other Operating Expenses	1,761,351	2,192,094	(430,742)
Football Bowl Expenses	-	22,123	(22,123)
Football Bowl Expenses - Coaching Compensation (4)	-	-	-
Total Operating Expenses	39,778,452	39,301,491	476,960

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Expense Considerations

- FY26 operating expenses totaled \$39.8M, 1.2% above FY25 and 1.8% above budget.
- Investments in personnel, team travel, student-athlete nutrition drove the year-over-year increase.
- Savings in guarantees, recruiting, equipment and uniforms, and other operating expenses helped offset these investments.

Looking Ahead: FY27 priorities include enhanced budget forecasting, monthly budget-to-actual reviews, stronger encumbrance tracking, and continued expense management to improve forecasting and cost management.

Updates Operating Revenues

Operating Revenues	FY 26 Actuals (6/30)	FY 26 Budget	Actuals v Budget
Ticket Sales	3,369,649	4,585,437	(1,215,788)
Student Fees	5,997,264	6,775,000	(777,736)
Guarantees	2,101,500	2,040,000	61,500
Contributions, includes Sky Suite revenue	2,083,901	3,752,405	(1,668,504)
In-Kind (1)	-	-	-
Direct Institutional Support	14,323,005	14,438,143	(115,138)
Indirect Institutional Support (1)	-	-	-
NCAA Distributions	1,119,109	850,000	269,109
Conference Distributions	1,804,461	1,725,000	79,461
Program, Novelty, Parking, Concessions	642,710	745,000	(102,290)
Royalties, Licensing, Advertisements, Sponsorship	2,993,122	2,725,000	268,122
Sports Camps (3)	168,310	164,100	4,210
Endowment Investments & Income (1)	587,494	-	587,494
Other Operating Revenue	1,333,661	740,000	593,661
Football Bowl Revenue	-	550,000	(550,000)
Total Operating Revenues	36,524,186	39,090,085	(2,565,899)

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(3) Sports Camps revenue and expenses not included in approved board of governors budget; operate on cash basis

(4) Accounted for in Coaching / Support Salaries and Benefits line

(5) This category will be completed as part of NCAA Membership Financial Statement Review

Operating Revenues

Year-over-Year Analysis

Operating Revenues	FY 26 Actuals (6/30)	FY 25 Actuals (6/30)	Actuals v Prior Year
Ticket Sales	3,369,649	3,853,039	(483,390)
Student Fees	5,997,264	6,462,386	(465,122)
Guarantees	2,101,500	2,189,460	(87,960)
Contributions	2,083,901	2,626,003	(542,102)
In-Kind (1)	-	-	-
Direct Institutional Support	14,323,005	15,118,570	(795,565)
Indirect Institutional Support (1)	-	-	-
NCAA Distributions	1,119,109	1,500,069	-
Conference Distributions	1,804,461	1,712,642	91,819
Program, Novelty, Parking, Concessions	642,710	680,698	(37,988)
Royalties, Licensing, Advertisements, Sponsorship	2,993,122	3,198,459	(205,337)
Sports Camps	168,310	199,035	(30,725)
Endowment Investments & Income (1)	587,494	567,070	20,424
Other Operating Revenue	1,333,661	562,335	771,326
Football Bowl Revenue	-	-	-
Total Operating Revenues	35,942,186	38,669,767	(1,764,621)

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(4) Accounted for in Coaching / Support Salaries and Benefits line

(5) This category will be completed as part of NCAA Membership Financial Statement Review

Revenue Considerations

Revenue shortfalls were primarily driven by ticket sales, contributions, and institutional support allocations

Looking Ahead:

- Football season ticket sales have rebounded significantly heading into FY27, with revenue on track to exceed last year's final total, positioning the department for improved operating revenue.
- Revenue diversification through premium seating, sponsorship growth, and new fan experiences remains a key strategic priority.

Updates Big Green

Financial Snapshot

\$2.7M

2025-26 Annual Fund

\$1.5M

2026-27 Annual Fund Pledged



Facilities & Capital Projects

Pillar 3: Revenue Generation

Progress on debt reduction and facility priorities that support student-athletes and fans.



Taking Care of the House

- Installed new indoor turf and unveiled Alex Lawrence Field at the Chris Cline Indoor Athletic Complex.
- Philanthropic support from the Lawrence family to complete the Joan C. Edwards Stadium lighting project.
- Sky Suite renovations to enhance the premium fan experience in process.
- Upgrades to the Joan C. Edwards Stadium concourse to improve game-day amenities and the overall fan experience.



ONE GOAL.
ONE *HERD*.



WE ARE...
MARSHALL





BOARD OF GOVERNORS

Questions

